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**#Let'sBeatCoronaTogether**

# Celebrating International Women's Day: Achieving an Equal Future in a COVID-19 World

Sistla Rama Devi Pani\*

Celebrating Women's Day is expressing gratitude towards every woman for her inevitable role in making this world a beautiful place to live. It is celebrating the *being of Humans* on this Earth. It is the day to reassure the respect and dignity deserved by women. It is a day to recognize the efforts of women, and to stand by her as a united force to advance gender equality around the world. It is the day to reassert the roles and responsibilities of men and women in moving forward to a future that is sustainable, peaceful and harmonious. Together we all can create an inclusive world. For this, the world needs women in equal number at every table where decisions are being made.

International Women's Day has assumed a new global significance for women in developed and developing countries alike. It provides opportunity to the women to celebrate the professional and personal accomplishments in their feat to become empowered; success in breaking the rigid stereotypes and coming out as strong powerful women; share and learn from national and international experiences and build cooperation. Most importantly, the day instigates to contemplate the ways to combat the challenges of gender bias and inequality hindering the contentment in the life of women. It is also a day to critically reflect on the accomplishments in the efforts of women empowerment; take stock of things yet to be accomplished in this direction and create a greater momentum towards creating gender equality and empowerment of women.

Reportedly, the International Women's Day first emerged from the activities of labor movements at the turn of the twentieth century across North America and Europe. The first National Woman's Day was observed in the United States on February 28, 1909, which the Socialist Party of America dedicated in honor of the 1908 garment workers' strike in New York where women protested against harsh working conditions. In 1917, women in Russia chose to protest and strike under the slogan 'Bread and Peace' on the 8<sup>th</sup> March. Their movement ultimately led to the enactment of women's suffrage in Russia. In 1945, the Charter of United Nations became the first international agreement to affirm the principle of equality between women and men. The United Nations celebrated its first official International Women's Day on 8<sup>th</sup> March during International Women's Year in 1975. Two years later, in December 1977, the General Assembly proclaimed the United Nations Day for Women's Rights and International Peace to be observed on any day of the year by Member States, in accordance with their historical and national traditions. Subsequently, International

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Women's Day is celebrated on 8<sup>th</sup> March every year. It is celebrated on different specific themes every year. This year, the UNESCO's theme to celebrate International Women's Day is *'Women in leadership: Achieving an Equal Future in a COVID-19 World'*.

Incidentally, sufferings of the women seem to recur in different forms in different situations. With new situations in this COVID-19 era, where the world has become synonymous to online technology, the women suffering too took a new form. The Information and Communication Technology (ICT) has come as a blessing to human civilization to maintain the connectivity of the people around the globe enabling seamless functioning of almost all activities which could be done without physical contact. The social networking sites have developed a new area for socializing as well, irrespective of any gender distinction. Women are much exulted with the provision of online shopping, net banking, e-Ticketing to e-Tax filling etc which has made life very easy. Unfortunately, women could not escape the harassment even on this online media. Rather, it has become more rampant in the form of cyber crimes.

Cyber crimes are offences committed against individuals or a group of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental abuse to the victim directly or indirectly using modern internet, mobile phones etc. Though anybody can be victim of cyber-crimes, data reveal that the cyber crimes against woman are on the raise and women have been drastically victimized by obscene e-mails, stalking by using chat rooms, websites etc.; developing pornographic video where women are depicted in compromising positions mostly created without their consent, spoofing e-mails, morphing of images for pornographic content, etc. Many refuse to recognize cyber sexual harassment as harmful but we should heed on the women suffering in silence, often sacrificing their female identities on their online lives. In these situations, women either tolerate these cyber pranks or opt out of online world. For the 'digital natives' that too in COVID-19 era, getting away from internet is missing innumerable social connections causing inordinate loss. To provide equal opportunity to the women in the cyber space, strict laws need to be enacted.

The Constitution of India as per its Article 19(1) (g) ensures and guarantees every individual the right "to practice any profession, or to carry on any

occupation, trade or business". Thus, every woman has a constitutional right to participate in public employment. But incidences of sexual harassment even if it is online denies this right to women and places them at an inequitable position in comparison to men, adversely affecting their ability to realize their constitutionally guaranteed right.

Sexual harassment of women is also a violation of the right to life and personal liberty as mentioned in Article 21 that no person shall be deprived of his life or personal liberty. As per Article 21 of the Constitution of India, every woman is entitled to the elimination of obstacles and of discrimination based on gender. Since the 'Right to Work' and 'Right to Live Life with Dignity' depends on the availability of a safe working environment, the hazards posed by sexual harassment need to be removed for these rights to have a meaning. The preamble of the Constitution of India contemplates that it will secure to all its citizens – 'Equality of Status and Opportunity'. Sexual Harassment in the campuses even it is through online mode, deny this right to women workers as well as women students.

In the end, I would like to reiterate as we all know, Gender is not a women's issue; it is general issue for all as unequal gender relations hinder the development of both men and women to their fullest capacities. While girls endure unwarranted social control, discrimination and domination, boys too suffer from the stereotyping that exists in a patriarchal culture. Discouraged from being emotional, gentle or fearful they are thrust into the role of breadwinners, protectors, and warriors. Thus, there is an undue pressure on boys also to live up to the established norms of masculinity.

*'Men are Visual and Women are Audio'*. Biologically, men and women are different and they have different traits. These differentiation of traits is most essential for creating balance to lead a fulfilled life. In Indian, we call this balance as *Ardhanarishwar*. *Ardhanarishvar* signifies totality that lies beyond duality, bi-unity of male and female that creates totality or non-duality. The society needs to be sensitised in this regard. For this a massive effort needs to be done to through training courses and sensitization programmes. This should be taken up as a mission by the Higher Education Institutions. With this note, we wish all a very Happy International Women's Day. □



# National Education Policy–2020: A Framework for Inclusion of Women as Benchmark for Development

Gouri Srivastava\*

*“Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equity, scientific advancement, national integration, and cultural preservation.” (Pg3, National Education Policy, 2020).*

The commitment towards Sustainable Development Goal, IV, is adopted by India. In this very context, all initiatives are targeted to bridge all divides and ensure that every individual has a say in the journey of progress. The process of equity and inclusiveness would imply designing inputs, processes, and outputs to address the needs of all segments of the society substantially.

Evolving multipronged strategies that are context-specific are the hallmark to address diversities and discriminations in a meaningful manner. In this very context gender concerns and issues of Children with Special Needs (CWSN) are to be viewed both as development initiatives and also inputs for purposes of planning. Further, it would also imply working towards making processes promote inclusiveness and thereby making the stakeholders change their perceptions and attitude that are free from pre-conceived prejudices and biases. This would mean going beyond gender divide and recognising and nurturing strengths and potentials of each and every individual. This would facilitate in helping social and attitudinal transformation. From the perspective of gender development and progress, it would help in designing indicators to map areas that need specific interventions both in terms of quality and quantity. As, has been rightly stated that the Indicators of development are dynamic as they attempt to explore the micro and macro changes that takes place from time to time in different fields. Indicators that are well conceptualised envision interventions as realistic

for bringing about betterment in the quality of life of all. Such indicators are very useful for purposes of planning short-term and long-term strategies to address challenges and impediments in the pathway of growth and development. The functional aspect of such indices is to achieve the Constitutional goals of equity and inclusiveness through schemes and programmes for course correctives, so that the fruits of progress are shared by all.

The focus of quality, as well as quantity indicators, would entail mapping contributions along with challenges confronted by each gender. This would require examining different fields wherein the approaches can encompass both contributions related i.e. individual specific and those that focus on gender as a relational category in different sectors of the economy to identify successes as well as impediments. Information pertaining to the later would be based on exhaustive data base collected from variety of sources and case studies. The individual-specific would encompass contributions made by men and women in different domains of knowledge where as the relational one based on gender related information would examine the status of achievement in different sectors, as mentioned earlier.

In the present paper, the focus is on both contributions as well as viewing gender as a relational category based on the education indicators. Studies have highlighted that gender is a crucial category for understanding successes, barriers, and challenges to development. This would imply seeing woman in particular, as contributors and performers in different family and social settings. As a relational category, mapping gender in primary, secondary and service sectors is also important for knowing areas that need focussed attention. This would mean collecting and collating information in these sectors to know the degree of change and also the gaps that need to be worked upon. Gender development indicators could also include demography, education, and social infrastructures such as health care, water supply, and sanitation.

The existing database has shown that expenditure on social service as a proportion of

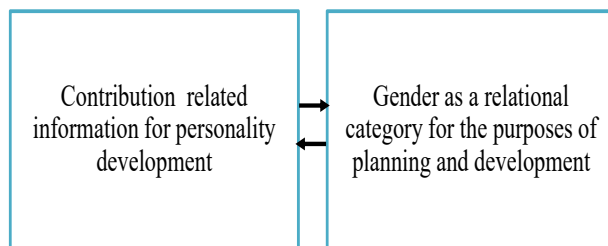
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GDP has increased by 1.5 percentage points during the period 2014-15 to 2019-20. Further, the access to education has improved and the participation in the education system at all levels both in rural and urban areas. Also, the total formal employment in the economy has increased from eight percent in 2011-12 to 9.98% in 2017 through various programmes including skill development. Besides, the access to health services through Ayushman Bharat and mission Indradhanush has shown improvement. About 76.7% of the households in the rural and about 96% in the urban areas had houses of *pucca* (complete) structure (GoI, 2021).

Broad categorisation of envisioning gender from the perspective of contribution and from a relational criterion that needs to be examined for achieving the goals of equity, equality and inclusiveness is presented in Figure-1. Further, the explain of each category is presented.

**Figure-1 Categorisation of Envisioning Gender**



***Contribution Related Information for Instilling Skills for Personality Development***

In connection with contributions, the focus can be on highlighting both the known as well as the lesser-known persons in different fields in a gender inclusive manner. However, this is more relevant in the context of women, where their participation needs to be more visibly highlighted. This approach has the inbuilt capacity of motivation as well as inspiration. It has the power of connecting the readers with the trials and tribulations of personalities under discussion or study. Generally, it has been found that very often text make a reference to men and women from diverse field in a variety of manner. Sometime in the content portrayal as well as in the visuals depiction, personalities are drawn from different areas as well as regions. Perhaps the writers in reflecting their achievement intends to encourage the students as well as research to go on a journey of exploration and collect more

materials from a variety of resources on anyone of their choice and liking. In this regard the generally followed approaches by the academicians are the biographical as well as event related. The former emphasises on the life span of persons along with their significant works. The latter gives primacy to events and situates personality in the context of happening taking place around incidences/ phenomena to examine how he/she had made a mark or dealt with a situation successfully, that stands out in a particular context. Narratives of personalities also have the capacity of instilling confidence and building capacities for performance.

The National Education Policy-2020, refers to some eminent personalities drawn from the pages of history, some of the highlighted ones in the document are Varahamihira, Bhaskaracharya, Chanakya, Patanjali, Panini, Gautama, Maitreyi, and Gargi and so on (GoI, 2021). More could be added and contemporarised as per the field of their achievement in the different domains of knowledge. The reference to personalities can be part of the text as well as part of the pedagogical processes of all disciplines. This would have a multiplier effect in contributing to developing the self-esteem of the learners. It will also help in promoting qualities of empathy, valuing each other as persons in their own right. It would facilitate in engendering contributions of individuals, strengthen caring and sharing and promote teamwork. Perhaps in the long run it would help in changing the mindset of children in envisioning that achievement in different domains of knowledge is an arduous journey and a mix of challenges and successes. It would further clarify that achievement and contributions are barrier free. In the long run reference to achievers would help in undoing biases, stereotypes, myths, and misconceptions Focus on contribution related approach made by individuals can positively assist in strengthening skills related to personality development. It would also help scholars and those interested to study personality from both the universalistic and particularistic perspectives.

***Gender: A Relational Category for Inclusive Planning and Development***

In connection with viewing gender as a relational category, one can identify strengths as well as gaps in different fields, particularly in the context of education. In this very connection one

can examine figures related to literacy and enrolment followed by dropout, never enrolled at different stages of education. Some of the indicators show a linear progression e.g. literacy. The literacy rate in India shows an encouraging picture by recording an increase from 9.21 during 2001-2011. The increase in male and female literacy is in order of 6.88 and 11.79 % respectively. The literate in 2011 constituted 74% of the population aged 7 and above as compared to 65 in 2001. On the other, hand the illiterate from 26% of the total population in 2011 as compared to 35 % in 2001 (GoI, 2021).

With regard to the Gross Enrolment Ratio in 2014-15, at the upper primary stage the figures highlight that the gender gap has been reducing. For the elementary stage, for all categories, for males the figures are- 94.8 and 99.2 for females. For the SC the figures mention 105.8 for males and 110.5 for females. In connection with ST the figures are 104.4 for males and 103.7 for females. At the secondary stage it is 78.1 for males and 78.9 for females. For SC the figures are 81.6 for males and 83.9 for females. For ST it is 71.8 and 72.6 respectively. In connection with the dropout, once again figures show that the gender gap has narrowed. At the upper primary level, for all the community the figures depict that for boys it is 3.09 percentages and for the girls it stood at 4.49 percent. For the SC, the figures depict 3.75 for boys and 5.04 for girls. In connection with ST it is 8.03 for boys and 8.85 for girls. At the secondary stage a similar trend has been observed. In the general category the figures highlighted for boys is 17.93 and for girls it is 17.79 percent. In connection with SC the figures state that it is 18.96 for the boys and 18.32 for girls and among the ST it was 27.42 for boys and 26.96 for the girls (GoI, 2016).

The examination results for boys and girls appearing in the class X and XII show an encouraging trend. In class X, the pass percentage of female was more compared to the boys in all categories. For the general category the figure stood as 73.2 for males and 77.4 for females. In the context of SC the figures depict that it was 67.2 for males and 71.3 for females. For class XII, the pass percentage for students in general category for boys stood at 73.2 and for female it was 81.5. For SC the figures mention that it was 67.1, for boys and 75.8 for girls. In connection with ST it stood at 65.4 for males and 69.7 for females (Education Statistics at a Glance, pg.8-9).

## Data and Provisions

Thus, available data highlights that those the gender gap has narrowed in terms of enrolment and dropout rates, however the gap still exists. Therefore, to bridge the gaps and attain equality in terms of access, enrolment and retention, there is a need for designing interventions for children from socially and economically dis –advantaged groups so that they may take complete benefits of the education facilities.. Several promising schemes in the form of provisions, like the *Sarva Shiksha Abhiyan* (now the *Samagra Shiksha*) and the Right to Education Act have cumulatively helped in attaining near-universal enrolment at the elementary stage of education. Further, the schemes like free textbooks up to class VIII, and some of the states also making available workbooks and worksheets to facilitate activity-based classroom processes have assisted in meeting the direct cost of education. The Mid Day Meal is a significant effort to help children from low socio-economic backgrounds to get nutritive food and also get retained in the education system. Besides, some of the residential schools like the Kasturba Gandhi Balika Vidyalaya and other residential schools have assisted in helping children, particularly girls in promoting their enrolment, retention and overall achievement in schools. In addition to these positive initiatives, the National Education Policy 2020, also refers to improving infrastructure facilities, and addressing systemic issues such as availability of trained teachers, provision of transport facilities, and ensuring overall safety and security to the beneficiaries for building confidence among them stakeholders to send their children to the schools.

A futuristic perspective of strengthening Alternative and Innovative education centres for meeting the needs of migrant populations is also reflected in the policy so that no child is bereft of quality education. (National Education Policy pg 10). For purpose of better planning, regions have been identified as Special Education Zones and as Aspiration Districts, wherein focussed intervention on education, health, water supply, and sanitation would facilitate in improving the quality of life of children and the stakeholders. The policy refers to the Gender Inclusion fund that is designed with a view to strengthen provisions to meet the needs of the most deprived, and motivate the never enrolled, dropouts who include boys, girls as well as transgender. Thus, the thrust on provisions would have a pull factor in strengthening access as well as retention. Emphasis

on equity and inclusion would also include integration of children with special needs referred to as *Divyang in the policy*.

The other provisions that have an important bearing on the overall quality of education are once again facility focussed such availability of toilets and drinking water. This also relates to the importance given to cleanliness and hygiene which is a crucial index for good health and well being. In this very context, the Unified District Information for Education (U-DISE) 2017-18(provisional) states that 93.38% of government elementary schools have girls toilet and 96.23 percent of government elementary schools have toilet for boys and 97.13% of government elementary schools have provisions of the drinking water facility.

### **Performance and Outputs**

While provisions are important what is needed is to strengthen processes of teaching and learning so that equity and inclusion of all are internalised by all that is the teacher and the taught. A beginning can be made by the transmitter of knowledge in reflecting, whether he/she is an agency of change. Some reflective question can be conceptualised such as whether their body language, the language of address, eye contact makes the receiver i.e. the learners feel wanted. This process of self-reflection, in the teaching and learning when adopted, can help in addressing biases and stereotypes in the long run. Inclusion and equity can be translated into reality when processes of teaching and learning ensure participation, encourages peer sharing and stimulates critical thinking, instil inquiry, discovery, and promotes discussion and debates. (pg3). Performance and the learning outcomes are crucially dependent on pedagogical processes, time management, and a will to contribute. The output indicator, therefore, shows cases not only of achievement but also reflects overall personality development of students encompassing attitude and behaviour patterns of the learners. The

power of the pedagogy also strengthens the intrinsic value of education and empowers the receiver in designing their future academic and professional choices. Some of the academicians also feel that the twenty-first-century skills can be infused in the teaching and learning of different subjects at all stages, particularly at the secondary stages cascading further at the graduation and post-graduation levels.

### **Concluding Remarks**

Thus, gender as contribution-related and as a relational category can help in identifying and mapping successes and challenges for purposes of planning and making education one of the vehicles for social transformation. Also, the emphasis needs to be placed on strengthening the channel of awareness and dissemination of schemes and programmes so that the beneficiaries have complete knowledge of the same. Further, emphasis can be placed on fostering initiatives that encourage shifts from beneficiary oriented to one that encourages viewing gender as an integral part of all processes that helps in bringing about substantial change short and long term. It would also go a long way in building skills related to holistic personality development and promotes qualities of equity and equality. In addition, it would also engineer processes that bridge barriers related access enrolment and retention at all stages of education.

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# Gender Sensitization through Higher Education: A Move towards Creating Egalitarian and Equanimous Society<sup>#</sup>

Sudipta Roy\* and Simran Sharma\*\*

Gender inequality has been prevalent in Indian society for a long time. It is essential to understand that gender inequality is an enormous social problem that has effects with massive repercussions on the lives of people influencing education, economy, social life, physical and mental well-being and health, crime and more. Gender inequality has a prominent impact on both men and women, since the pressure to fit in a predefined role is a challenge in itself. There is a pressing need to work towards a society that sees all individuals as equal irrespective of their gender.

Just as language is the base to acquire education and realize the higher competencies of an individual, gender sensitization is the base for a healthy society. It is imperative in today's time to envision and construct a society where the youth of today breaks out of centuries of oppressive patriarchy. This paper proposes the introduction of a mandatory course on gender sensitization and women studies at the college level as a means to empower women and sensitize the youth about the existing gender unequal practices and the manifestations of the same across different aspects of our lives. This paper also aims to propose a tentative syllabus for the same.

Rather than Women empowerment alone, the authors feel that gender sensitization as an agenda would benefit men, women and transgender people alike. In today's world, women of all walks of society need to be more aware of their rights and the detrimental influences of patriarchy, thus creating a need to educate women about these issues. Alongside, it is crucial to understand that men also face problems because of gender-related biases. The pressure of being superior comes to men with patriarchy which

too has unpleasant consequences. As women prepare themselves to play more visible roles in society, men may carry the burden of their past conditioning, making them uncomfortable to deal with the changes in the society that stem from women empowerment. Reducing this insecurity through awareness will pave the way for accepting women as equal partners.

Since the passing of the Transgender Persons (Protection of Rights) Act, 2019, with amendments, it is now essential to consider not just men and women but also transgender within the umbrella of gender sensitisation. The transgender community hasn't been accepted in our society for the longest time. They have been denied fundamental human rights in India for decades. They do not get employment or education and are disowned by their families just because of their gender. Such a course will definitely encourage inclusiveness toward them and build a better society.

The case for such a course becomes stronger when we consider the critical dimension of the crime rates against women. Rape, Molestation, Dowry, Domestic Violence, Female Foeticide, Female Infanticide, School/College Dropouts, and several other crimes against women that are widespread and degrade the quality of life for women. Through the course one can influence negative mindsets of people towards women and generating compassion and respect for them.

This paper introduces a syllabus to help the youth break free the shackles of gender inequality and lead the society into a brighter future. Such a curriculum will eliminate mistrust, insecurity, and conflict among genders. It will help us to move confidently forward to an inclusive and positive society for women, men, and transgender in India.

To achieve global progress women empowerment is essential. Among various initiatives towards women empowerment, higher education and employment play an important role. While primary education is important for literacy, it is higher education that prepares an individual for employment (Singh, 2018). Several problems that women face in today's society are a result of either illiteracy or unemployment. Much

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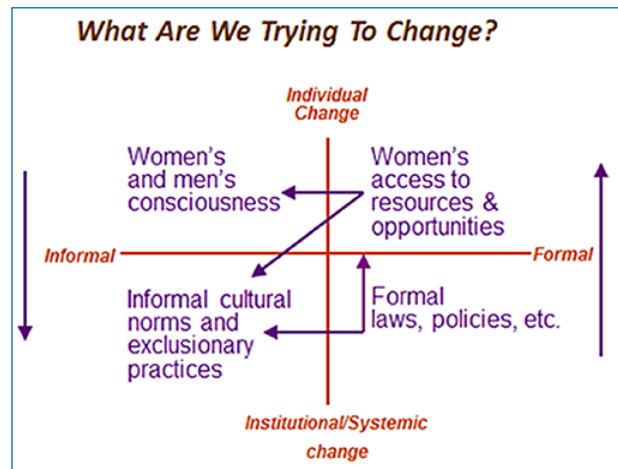
has been done to facilitate women's higher education, yet many more quality initiatives are needed to further the cause. Some of the leading examples of such quality initiatives in open and distance learning which is contributing greatly to women empowerment. There are several open universities in the country such as Indira Gandhi National Open University (IGNOU), KKHSOU, and others which provide several courses and vocational training programs which help women (Bhuyan & Dewri, 2017) start over their career at any point of their lives.

Discrimination and the increasing crime rates against women have been well documented and are formidable challenges for any developing society. The genesis of many of the problems that women face can be traced back to patriarchy. Most of the patriarchal practices and crime against women are a result of the conditioning with which the men are raised. What can perhaps make the Indian society more equal for women is by examining how we are raising our men. As women prepare themselves to play more visible roles in society, men may carry the burden of their past conditioning, making them uncomfortable to deal with the changes in the society that stem from women empowerment. Reducing this insecurity through awareness will pave the way for accepting women as equal partners. It is time now that we give the women of our country an equal say in the society and use education to bring this change. This paper is focussed on bringing about changes in perception of women in society and enabling a gender sensitive attitude development in the youth of the country. Since younger mindsets are more receptive to reconceptualizing existing societal normal and to adapt to changes. The authors feel that such initiatives can channelize their energies towards building a society where all genders can coexist as productive partners in a healthy society.

To bring about a radical change in the society with regards to the status accorded to women, it is important to have a multipronged approach. Kelleher and Rao (cited by Cornwall, 2016), have illustrated this through a diagrammatic representation as depicted in Figure -1.

As seen in the Fig-1 interventions directed at women empowerment can be classified across two dimensions: informal or formal and directed at individual change or institutional or systemic change.

**Figure - 1 Factors Influencing Women Empowerment (Cornwall, 2016)**



changes in informal cultural norms and exclusionary practices towards women and men and women's consciousness about themselves (Cornwall, 2016). The role of higher education in bringing about these changes is a mediatory one across these dimensions and can help speed up the process.

What can contribute to conscious changes in men and women in the understanding of their roles, is 'gender sensitisation'. "Gender sensitization is the process of changing the stereo type mindset of society as a whole --- a mindset that strongly believes that the both male and female are unequal entities,"(Kaur & Mittal, 2019). This is important to fight patriarchy and unjust practices in the society thereby empowering women. The present paper is a concept paper aiming to meet the broad aim of gender equality through gender sensitisation by: i.) Introducing gender studies as a mandatory course at undergraduate entry level; and ii) Proposing a tentative syllabus for the course on gender sensitisation.

Literature reviewed for the study is discussed here. Reviews are on women empowerment, gender inequality, gender sensitization and quality initiatives in higher education.

**Review of Literature**

It is essential to understand that "social and economic empowerment cannot ignore the power of women in any society or a nation or a state," (Najaf, Sultana, & Jamal, 2019). One of the fights against patriarchy has been through the right to education for girls in India. Education for women has been on the forefront of the agenda of the government and the

society. Education plays a vital role when it comes to women empowerment in the world (Tiwari & Gautam, 2018).

Many researchers and academicians have acknowledged the importance of increasing literacy to increase employability for empowerment of women (e.g. Singh, 2018. According to Avishek, 2018, illiteracy is the most important cause responsible for social and economic backwardness of women. (Chattopadhyay, 2018) too emphasized that getting a higher education can help women get employed. He has also talked about how higher education can help women be self-reliant and how it improves their lifestyle and quality of life.

In their paper (Tabbasum, Begum, Rana, Faruk, & Miah, 2019) surveyed 17,300 households women aged between 15-49 years to review the situation of women empowerment in Bangladesh and highlighted the role of higher education in decision making. The authors found that educated women have a stronger say in decision making. Only 10% of the married women in Bangladesh had received higher education and 90% of the household were headed by males. Working women were found to have more independence in decision making over their personal, social, and political life when compared to women who were not. The paper concludes by saying that there is a strong relation between decision making and higher education.

Promoting a philosophy of 'inclusive growth', Shetty and Hans (2018 and 2019) in a series of articles have highlighted the issues that come in the way of women empowerment. They have emphasized the need to include women in financial development, educational skills development and needs to come into focus when we talk about women empowerment. India has started to implement the philosophy of inclusive growth and initiatives for free education and other legal provisions have been brought into place. (Shetty & Hans, 2019) have described inclusive growth as a potential affirming and performance confirming tool for women empowerment in India.

In her paper, (Sudha, 2018) talks about promoting gender equality with the help of education among the Indian students. She suggests that the several crimes against women such as rape, murder, domestic violence, and more are a result of the deep rooted gender inequality in the Indian society. She suggests that major fields of study such as law, government,

politics, academia, and all others such have a voice against the same.

(Gaba, 2007) has studied the influence of professional and technical courses on women empowerment in the society. Examining the impact of distance education as a quality initiative for higher education through a study of Indira Gandhi National Open University (IGNOU), which provided distance learning courses in a variety of subjects and provides several vocational courses which can help people to increase their employability. The major course in focus was MCA and the study was carried on 308 respondents which comprise of 38% of the total students involved. He noted that women empowerment is highly influenced by financial and emotional independence which is aided by these courses.

In their paper (Noreen & Khalid, 2012), conducted a study among the female professors working at university level. All the data was collected through semi structured informal interview. The major questions asked were 1) How the participants in the study understand the role of higher education in empowering women at home and at their work, 2) what they see as the major constraints to progress in career, 3) what type of coping strategies they propose for the entire female population to realise their full potential. Most of the participants agreed that women need to fight several socio-cultural hurdles in order to realize their goals and acquire higher education.

The idea of gender sensitization as a stepping stone towards women empowerment is backed by (Iyenger, 2016) in her paper where she has recommended some grounding ways of promoting gender sensitization via education. She suggests making the learning process more participatory for the students. Students must be given a safe space to express themselves, compare, comment, and think on their own. The school must have several safety measures for the female students, and teachers must be the facilitators of a gender sensitized environment in the classroom. She also focuses on the taskforce constituted by the University Grants Commission in January 2015, which was focussed on ensuring safety for women on campus and also devised programmes on gender sensitivity. The author concluded that education can be a pioneer in creating a gender sensitive and an equal society.

(Kalra & Sharma, 2019) talk about the effectiveness of gender sensitization among the

students of 9<sup>th</sup> grade in CBSE schools. They conclude that classroom practices are perceived to have a major influence in inculcating gender sensitive attitudes among students. These findings are also relevant for the scenario of higher education. All of the above literature uniformly highlight the role of higher education in women empowerment. Further, there is recent documented evidence to suggest that gender sensitivity is an important agenda towards eliminating power imbalances between genders in society and creating an equal society. Therefore, courses on gender studies can have a major role to play in women empowerment and in moving forward as an equal society. A point that has not yet been well documented is the need to sensitize men on gender related issues. The authors hope that the current paper would steer researchers towards this direction. The paper aims at the following:

- Introducing ‘Gender studies’ as a mandatory paper at college level for all fields of study;
- Proposing a syllabus for the above paper;
- Exploring the necessity of such a course through a brief survey.

### **Proposed Outline for Course on ‘Gender Studies’**

Detailed course outline with specific content that had been prepared by the authors is being presented. It’s possible merits, obstacles and how they may be overcome are presented here.

**Title of the Course:** Gender Studies

**Duration of the Course:** One Semester

**Level of the Course:** F Y Entry level Undergraduate Course

**Number of Teaching Hours:** 60 hours

**Total Marks:** 100 (70 marks for theory and 30 marks for practical)

**Pedagogical Approaches:** Didactic lectures, class room discussions and debates, examining literature, films and art, experiential exercises, projects and assignments.

**Suggested Examination Pattern:** Theory Paper+ Assignments + Project Submission+ Viva

### **Rationale for the Course**

Gender studies is an interdisciplinary field of study which studies the various factors associated with gender. It includes the study of women, feminism, men studies, sexuality, transgender and much more. Operationally defined, Gender refers to the social and

cultural construct of the masculinity or femininity of an individual rather than the biological constitution of being male or female. It also looks upon the history of gender in a particular culture or a nation and in the global aspects. Through the course college students can enhance their understanding of the psychological and socio-cultural aspects of gender, understand harmful effects of gender inequality and learn to adopt positive attitudes towards different genders. They will also be encouraged to share their opinions and concerns about gender related issues and societal practices.

### **Broad Aim of the Course**

To create a safe space and common platform for sensitization and education of students to different aspects of gender, understanding oppressive social patterns and their harmful outcomes, among college going youth of all streams and fields of study

### **Specific Aims and Objectives**

- To orient students to the social constructs of gender and unequal power dynamics in society
- To introduce students to patriarchy and feministic theories
- To make them aware about gender sensitive legal, financial and political provisions
- To understand the causes, prevalence and effects of crimes against women
- To encourage participation of youth in spreading awareness about gender sensitivity and equality
- To increase participation of youth towards women empowerment in society

The course will have 4 modules. Each module will be dedicated to a topic essential to raise gender sensitivity. The modules are further divided into 4 chapters each which cover the different aspects of the topic of the module.

### **Module 1: Understanding ‘Gender’ and Society (15 hours)**

This module focuses on introducing gender and several aspects of gender to the students. This module acts as the foundation of the course and aims at giving the students a grounded understanding of gender. The 4 chapters to be included in this module are:

1. Social Constructs of Gender: Male, Female and Transgender



2. Patriarchy its origins and influences
3. Feminism and Feminist Theories
4. Popular Representations of Gender in Literature, Art and Cinema

**Module 2: Gender-Related Crimes (15 hours)**

This module will focus on highlighting several gender-related crimes. The aim of this module is to spread awareness about these crimes among students and educate them about the prevalence, understanding psychological and sociocultural motivations for crimes, and consequences of the same. The 4 chapters to be included in this module are:

1. Dowry related crimes like Mental/Physical harassment attempts to murder.
  - Rape
  - Molestation
  - Sexual Violence
2. Sexual Harassment
  - Physical abuse
  - Verbal abuse
  - Emotional abuse
3. Domestic Violence
  - Physical abuse
  - Verbal abuse
  - Emotional abuse
4. Workplace Discrimination

**Module 3: Legal Provisions & Rights (15 hours)**

In the third module of the course, we aim to introduce the students with several gender related legal provisions executed by the government. It is important to have an understanding of the protective clauses and laws that the government has put into place for the protection of women. The 4 chapters to be included in this module are:

1. Property Rights and Inheritance Laws for Women
2. Protective Laws for Women
3. Provisions and Legal facilities for Women
4. Basic Rights and legal provisions for the Transgender community

**Module 4: Women in Special Circumstances and Transgender (15 hours)**

In the last module, we want to encourage an inclusive understanding of women empowerment and a gender sensitive society. Here, we talk about women in special circumstances, the challenges and

issues faced by them and how can we provide them with better support. The 4 chapters to be included in this module are:

1. Women with Disabilities, Single Women, Divorce
2. Underprivileged Women: Women in Poverty, Scheduled Castes and Scheduled
3. Transgender
4. Women with Different Sexual Orientations Practicum (30 Marks)

The practicum for this paper will focus on actions for bringing about change. A few directions for practical assignments are provided here.

- Interviews of successful men and women to understand the challenges faced by them
- Analysis of popular films, TV shows, books or other literature, from a gender perspective
- A visit to the prison and talking to inmates who are sentenced for crimes against women
- Re-authoring existing mythological stories, legends and heroes from a gender perspective.
- Raising awareness in economically deprived, rural or low literate communities by organising street plays, discussions etc.
- Encouraging gender sensitive initiatives like debates, art exhibits, elocution etc.

**Need Assessment Survey**

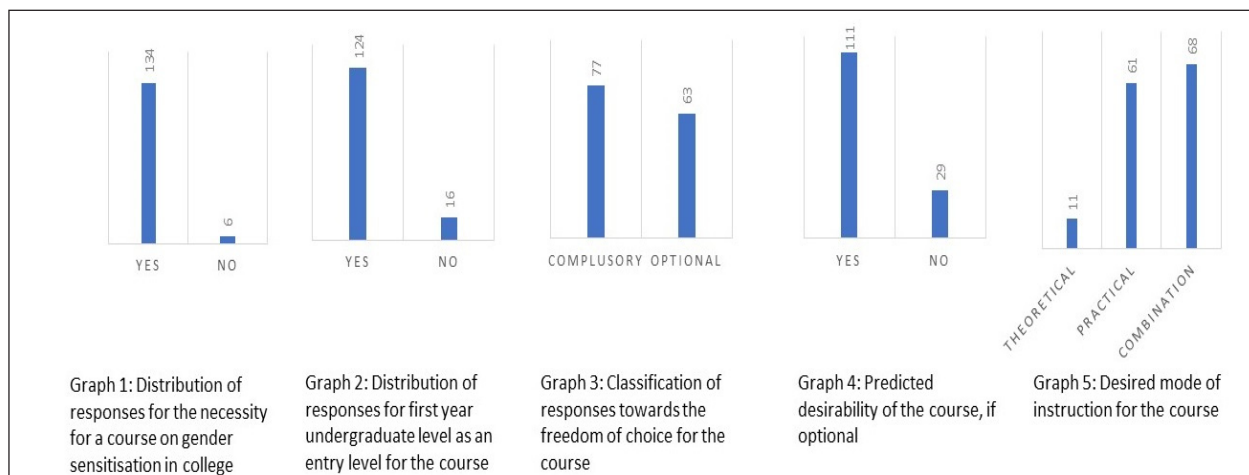
A small survey of female students and faculty of some colleges in Gujarat was conducted. The survey questions are included in the appendix. The findings are depicted in Graph 1.

As depicted in graph 1, in a majority of the participants have agreed to the following:

1. A course on gender sensitisation is necessary at the college level
2. First year undergraduate is an appropriate entry level for the course
3. Such a course should be compulsory for the students in all fields of study
4. They would take up the course even if it is an optional minor
5. That a combination of both theoretical and practical modules should be included in the course

This overwhelming response to the survey supports the modules of the course we have proposed in the paper.

**Graph-1: Survey Result of Need for Course on Gender Sensitivity at Higher Education Level**



### Discussion and Conclusions

As seen in the review, higher education can play a highly significant role in achieving an equal society by empowering women through awareness and sensitising men to play a more conscious role as compassionate partners. Around 21 institutes and universities in India offer courses on Gender or Women studies. However, these courses are mostly at Postgraduate level and are available only to those who are interested to pursue this area of study (IGNOU, 2020). Many of them are offered in the distance mode. It is found that these courses are almost exclusively opted for by women who are naturally already sensitised to this topic. Some other courses on gender studies include undergraduate minors courses at the (Michigan State University, 2020), (Montana State University, 2020), (Missouri State University, 2020), and several other universities. However, these courses are optional minors and students can choose them as a part of their degree. Therefore, the authors feel the need for making such a course available at undergraduate level as a compulsory paper so that men, women and transgender will learn benefit from this accurate gender-based information.

From such an initiative, we aspire to provide a platform for discussion of such crucial issues where both men and women can participate. It is intended that women will learn when and how to raise their voice against any injustice meted out to them, whereas men will learn to allow space for the woman to grow and evolve. Such an approach will eventually will bring about informal changes in the consciousness of the youth and gradually eliminate insecurities, negative practices and power struggles between the genders. A gender-inclusive society where the needs

and concerns of all genders can be equally addressed, can emerge if this course is made mandatory. It is hoped that a positive and healthy mind-set of respect, and productive partnership will germinate from such an initiative and we shall soon see a healthy and equanimous society.

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(contd. on pg. 22)

# A Study on the Status of Women Empowerment in Modern India

Safia Farooqui\*

The women empowerment refers to increasing and improving the social, economic, political, educational, and legal strength of women and to ensure equal rights to women. Women empowerment helps women to control and benefit from the resources, assets, income, and their own time, as well as the ability to manage risks and improve their economic status and wellbeing. Many of the barriers to women empowerment and equity lie ingrained in cultural norms. Many women feel these pressures, while others have become accustomed to being treated as inferior to men. Empowering women to participate fully in economic life across all sectors is essential to build a stronger economic life, to achieve the internationally agreed goals for development and sustainability and improve the quality of life for women.

Dr. Rebecca Tavares, Representative, UN Women Multi-Country Office for India, Bhutan, Maldives and Sri Lanka highlights the achievements and challenges of women's advancement in India. Ms Tavares says that while the participation of women at grass-root level and other levels of the society has increased, a lot still needs to be done in terms of economic opportunities, access to labour market and literacy levels of women in India. International Women's Day on 8th March first emerged from the activities of labour movements at the turn of the twentieth century in North America and across Europe. Since those early years, International Women's Day has assumed a new global dimension for women in developed and developing countries alike. The growing international women's movement, which has been strengthened by four global United Nations women's conferences, has helped make the commemoration a rallying point to build support for women's rights and participation in the political and economic arenas.

This study is fully theoretical based on the secondary data like books, journals and internet sources related to the topic after study on present status of women empowerment in Modern India. This study is divided into various chapters viz. (i) Introduction,

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(ii) History of women's status in India, (iii) Objectives of the study, (iv) Research Methodology, (v) The need of women empowerment, (vi) Literature review, (vii) Women achievement in India, (viii) Women empowerment programs, (ix) Crimes against women, (x) Legal provisions for women, (xi) Conclusion, and (xii) Suggestions.

Women empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. An empowered woman will be the one who is self-confident, who critically analyses her environment, and who exercises control over the decisions that affect her life. The idea of empowerment manifests itself at all levels of societal interaction. It is found in giving an empowerment which has five components: women's sense of self-worth; their right to voice to the weak and marginalized. It requires having access to the needed tools and materials for the expansion of capacities. Women have their right to determine their choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order nationally and internationally.

In general, many people have a misconception that women empowerment and gender is a foreign agenda but the Indian women too have been facing challenges and gender inequalities since time immemorial. All religious books including Quran emphasize on the protection of the rights of women, including the right of education, worship, freedom of opinion, choice of spouse, economic freedom, and social role. National development must be balanced with the equal distribution of resources to both males and females. Since the creation of India in 1947, it inherited the menace of poverty and the burden of this poverty was put heavily on the female population because of the reason that majority of females are involved in agriculture work, performing tasks to maintain household, carrying water and collecting fuelwood but their work in productive activities was unrecognized and, therefore, the female participation

represented in economic activities seems to be low. However, it is more than true that without the active participation of women, India could not have achieved this state of progress.

In a globalizing world, gender equality and empowerment of women are vital tools to achieve sustainable development. Therefore, it is very important to bring women into mainstream so that they can play their role in the development of the country. In India, females are approximately 48.1% of the total population. Government is taking ample measures to restore this imbalance in the ratio. For the promotion and protection of women's rights, to restore the personal security and dignity of women and to give them protection at workplace, the Indian government has taken deliberate and conscious steps like reservation of 10% quota for females, on the political side, reservation of 33% seats for women in all local bodies (more than 36000 women councilors), 17% seats have been reserved for women in the constituent assembly, senate, provincial assembly and in national assembly, to tackle the issues of harassment and to eliminate the gender-based violence.

No doubt the Indian government has taken many measures to enhance the participation of women in the economic sphere, but efforts are still required to upgrade the status of women in the society and it is only possible by giving them protection legally and mentally. She should be given access and control over resources. An effective mechanism should be institutionalized to enable the women in decision making at all levels. Subject of gender studies should be introduced from a secondary level in the course curriculum, provision of women-friendly infrastructure, and environment at workplace, research, and documentation on the achievements of women and launching of awareness-raising campaigns among citizens on gender and development.

### Women's Achievement in India So Far

Achievement of Women in India from past to present to is presented here.

- **1848:** Savitribai Phule along with her husband Jyotirao Phule opened a school for girls in Pune, India. Savitribai Phule became the first woman teacher in India.
- **1879:** John Elliot Drinkwater Bethune established the Bethune School in 1849, which developed into the Bethune College in 1879, thus becoming the first women's college in India.

- **1883:** Chandramuki Basu and Kadambini Ganguly became the first female graduates of India and the British empire.
- **1886:** Kadambini Ganguly and Anandi Gopal Joshi became the first women from India to be trained in Western Medicine.
- **1898:** Sister Nivedita Girls' School was inaugurated.
- **1905:** Suzanne RD Tata becomes the first Indian woman to drive a car.
- **1916:** The first women's university, SNDT Women's University, was founded on 2<sup>nd</sup> June 1916 by the social reformer Dhondo Keshav Karve with just five students.
- **1917:** Annie Besant became the first female president of the Indian National Congress.
- **1919:** For her distinguished social service, Pandit Ramabai became the first Indian woman to be awarded the Kaisar-i-Medal by the British Raj.
- **1925:** Sarojini Naidu became the first Indian born female president of the Indian National Congress.
- **1927:** The All India Women's Conference was founded.
- **1936:** Sarala Thakral became the first Indian woman to fly an aircraft.
- **1944:** Asima Chatterjee became the first Indian woman to be conferred the Doctorate of Science by an Indian university.
- **1947:** On 15 August 1947, following the Indian Independence, Sarojini Naidu became the Governor of the United Provinces and in the process became India's first woman governor. On the same day, Amrit Kaur assumed office as the first female Cabinet minister of India in the country's first cabinet.
- **Post-independence:** Rukmini Devi Arundale was the first-ever woman in Indian History to be nominated a Rajya Sabha member. She is considered the most important revivalist in the Indian classical dance form of Bharatanatyam from its original 'sadhira' style, prevalent amongst the temple dancers, Devadasis. She also worked for the re-establishment of traditional Indian arts and crafts.
- **1951:** Prem Mathur of the Deccan Airways becomes the first Indian woman commercial pilot.



- **1966:** Indira Gandhi became the first female Prime Minister of India.
- **1953:** Vijaya Lakshmi Pandit became the first woman (and first Indian) president of the United Nations General Assembly.
- **1959:** Anna Chandy becomes the first Indian woman judge of a High Court (Kerala High Court)
- **1963:** Sucheta Kriplani became the Chief Minister of Uttar Pradesh, the first woman to hold that position in any Indian state.
- **1966:** Captain Durga Banerjee becomes the first Indian woman pilot of the state airline, Indian Airlines.
- **1966:** Kamaldevi Chattopadhyay wins Roman Magsaysay award for community leadership.
- **1970:** Kamaljit Sandhu becomes the first Indian woman to win a Gold in the Asian Games.
- **1972:** Kiran Bedi becomes the first female recruit to join the Indian Police Service.
- **1978:** Sheila Sri Prakash becomes the first female entrepreneur to independently start an architecture firm
- **1979:** Mother Teresa wins the Nobel peace prize by becoming the first Indian female citizen to do so.
- **1984:** On 23 May, Bachendri Pal became the first Indian woman to climb Mount Everest.
- **1986:** Surekha Yadav became the first Asian woman loco-pilot or railway driver.
- **1989:** Justice M. Fathima Beevi became the first woman judge of the Supreme Court of India.
- **1991:** Mumtaz M Kazi became the first Asian woman to drive a diesel locomotive in September.
- **1992:** Asha Sinha becomes the First Woman Commandant in the Parliamentary forces of India when she was appointed Commandant, the Central Industrial Security in Mazgon Dock Shipyard Limited.
- **1992:** Priya Jhingan became the first lady cadet to join the Indian Army (later commissioned on 6 March 1993)<sup>1</sup>
- **1999:** On 31 October, Sonia Gandhi became the first female Leader of the opposition India.
- The first Indian woman to win an Olympic Medal, Karnam Malleswar, a bronze medal at the Sydney Olympics in the 69 kg weight category in Weightlifting event.
- **2007:** On 25 July, Pratibha Patil became the first female President of India
- **2009:** On 4 June, Mira Kumar became the first female Speaker of the Lok Sabha.
- **2011:** On 20 October, Priyanka N. drove the inaugural train of the Namma Metro and became the first female Indian metro pilot.
- **2011:** MitahMadhumita made history by becoming the first woman officer to win a Sena Medal for gallantry.
- **2014:** A record where 7 female ministers were appointed in the Modi Ministry, of whom 6 hold Cabinet rank, the highest number of female Cabinet ministers in any Indian Government in history. Prestigious Ministries such as Defence and External Affairs are being held by Women Ministers.
- **2015:** Sumita Bose the first author and first woman to write the autism book in India.
- **2016:** J.Jayalithaa, became the first woman chief minister in India to rule the state consecutively 2 times by winning the legislative assembly election.
- **2016:** J.Jayalithaa, became the first woman chief minister in India to die in office on 5 December 2016.
- **2017:** On 25 March, Tanushree Pareek became the first female combat officer commissioned by the Border security force.
- **2018:** Archana Ramsundaram of 1980 Batch became the First Woman to become the Director of a Paramilitary Force as DG,
- **2018:** In February, 24-year-old Flying Officer Avani Chaturvedi of the Indian Air Force became the first Indian female fighter pilot to fly solo. She flew a MiG-21 Bison, a jet aircraft with the highest recorded landing and take-off speed in the world.
- **2019:** On 2 December 2019, sub-lieutenant Shivangi became the first woman pilot in the Indian Navy.

## Background of Women's Status in India

The status of women in India has been subject to many changes over the span of recorded Indian history. Their position in society deteriorated early in India's ancient period, especially in the Indo-Aryan speaking regions and their subordination continued to be reified well into India's early modern period. Practices such as female infanticide, dowry, child marriage, and the taboo on widow remarriage have had a long duration in India and have proved difficult to root out. During the British East India Company Rule (1757–1857), and the British Raj (1858–1947), measures aiming at amelioration were enacted, including Bengal *Sati* Regulation, 1829; Hindu Widows Remarriage Act, 1856; Female Infanticide Prevention Act, 1870; and Age of Consent Act, 1891. Women's rights under the Constitution of India mainly include equality, dignity, and freedom from discrimination; additionally, India has various statutes governing the rights of women.

As of 2018, some women have served in various senior official positions in the Indian government, including that of the President of India, the Prime minister of India, the Speaker of the Lok Sabha. However, many women in India continue to face significant difficulties. The rates of malnutrition are exceptionally high among adolescent girls and pregnant and lactating women in India, with repercussions for children's health violence against women, especially sexual violence, has been on the rise in India. Keeping this in view a study had been conducted by the author with the objectives as:

- i. To study the need for women empowerment.
- ii. To assess the factors influencing women's empowerment.
- iii. To study the various programs implemented for women empowerment.
- iv. To find out the crisis of women empowerment.
- v. To give valuable suggestions for women empowerment.

The study is based on descriptive and analytical in nature. An effort has been made to assess the status of women empowerment. The secondary data has been used for this study with the help of books, journals, research papers, and internet resources.

## Need for Women Empowerment

In India, women are still facing difficulties in

getting the positions of power and decision making, access to education, access to employment, exposure to media. Many women still get subjected to gender discrimination, dowry, atrocities like rape, murder, humiliation etc. almost daily. Hence, there is a need for a study on women empowerment. Therefore, an effort has been made to assess the status of women through the secondary data obtained from books, journals, research papers and internet resources etc. The material thus analysed is presented here.

Kishor (1997) has conceptualized empowerment in terms of 'control' by which women would be able to access information, make a decision and act in their own interest or for their dependents. She has considered three categories of composite indicators to measure women's empowerment. These are 'direct evidence of empowerment', 'source of empowerment', and 'the settings for empowerment'. Quisumbing, et al. (2000) have also conducted a casestudy in Bangladesh exclusively to estimate the impact of wife's and husband's empowerment captured by assets at marriage and current assets on expenditure shares of food, clothing, and children's education. This study is based on the survey of 826 households residing in 47 villages in three sites in Bangladesh. The empirical findings show that wife's assets have some positive effect on the share of expenditure on children's clothing and education. Current assets have a positive effect on food expenditure share.

Agarwal (2003) has suggested a technological model for empowering rural women. Women's employment through technological improvement and participatory approach are needed to improve their lives. This would ensure a sustainable future for rural India. Technology model described how scientific and technical interventions could improve the quality of life of women in rural areas. Schaedel, et al. (2007) have discussed the role of mother's empowerment in advancing the education of their children under the School Family Partnership program (SFP) in Israel. This study has reported that women's empowerment indicating the involvement and familiarity with the SFP program is suitable for student's achievement. However, the education of mother is not so important for her ward's achievement.

Mostafa, et al. (2008) have tried to measure the women's empowerment index (WEI) score for

Bangladeshi women using Bangladesh demographic and health survey (BDHS), 2004, data. They measured WEI in domestic sphere using three dimensions: women's economic decision-making power, household decision-making power, and physical freedom of movement. Each dimension has some relevant indicator and on the basis of this indicator, score was given to each dimension. They have concluded that though the level of women's empowerment was not satisfactory for any age group, older women had more independence and empowerment than younger women. Janssens (2010) has systematically investigated the quantitative impact of empowerment program namely, the Mahila Samakhya Program in Bihar, India on social capital. He has assumed that activities of Mahila Samakhya Program has increased the nature of agency and empowerment of women.

Kumar (2011) has investigated the inter-state disparities in India, in the status of women and economic development and its changes over time. The composite indices for women's status and for economic development have been prepared using Principal Component Analysis. This study has reported a high level of dispersion among the Indian states with respect to the various indicator variables of women's status. During the period 1980-90, the disparities were declined for most of the educational and health status variables. Adhikary, et al. (2011) have computed the degree of women's empowerment considering five dimensions, namely, economic, socio-cultural, familial, political, and legal dimensions. This study has revealed the participation in Self-Help group, education level of the women, time spent on unpaid household job, type of family, nature of residential region and caste as important factors affecting the degree of women's empowerment. Ray, et al. (2012) have recorded the prevalence of different types of 'lifetime' violence against women (VAW) under reproductive age in two urban wards in Siliguri Municipal Corporation. They have found that more than 50% of sample women had faced physical violence. As a consequence of VAW, 54.5% of victims suffered from mental problems followed by 39.2% were experienced to physical injury. Only 4.9% consulted a physician and 3.6% have reported to the police.

### **Women's Achievement in India So Far**

Achievement of Women in India from past to present to is presented here.

- **1848:** Savitribai Phule along with her husband Jyotirao Phule opened a school for girls in Pune, India. Savitribai Phule became the first woman teacher in India.
- **1879:** John Elliot Drinkwater Bethune established the Bethune School in 1849, which developed into the Bethune College in 1879, thus becoming the first women's college in India.
- **1883:** Chandramuki Basu and Kadambini Ganguly became the first female graduates of India and the British empire.
- **1886:** Kadambini Ganguly and Anandi Gopal Joshi became the first women from India to be trained in Western Medicine.
- **1898:** Sister Nivedita Girls' School was inaugurated.
- **1905:** Suzanne RD Tata becomes the first Indian woman to drive a car.
- **1916:** The first women's university, SNDT Women's University, was founded on 2nd June 1916 by the social reformer Dhondo Keshav Karve with just five students.
- **1917:** Annie Besant became the first female president of the Indian National Congress.
- **1919:** For her distinguished social service, Pandit Ramabai became the first Indian woman to be awarded the Kaisar-i-Medal by the British Raj.
- **1925:** Sarojini Naidu became the first Indian born female president of the Indian National Congress.
- **1927:** The All India Women's Conference was founded.
- **1936:** Sarala Thakral became the first Indian woman to fly an aircraft.
- **1944:** Asima Chatterjee became the first Indian woman to be conferred the Doctorate of Science by an Indian university.
- **1947:** On 15 August 1947, following the Indian Independence, Sarojini Naidu became the Governor of the United Provinces and in the process became India's first woman governor. On the same day, Amrit Kaur assumed office as the first female Cabinet minister of India in the country's first cabinet.

- **Post-independence:** Rukmini Devi Arundale was the first-ever woman in Indian History to be nominated a Rajya Sabha member. She is considered the most important revivalist in the Indian classical dance form of Bharatanatyam from its original 'sadhira' style, prevalent amongst the temple dancers, Devadasis. She also worked for the re-establishment of traditional Indian arts and crafts.
- **1951:** Prem Mathur of the Deccan Airways becomes the first Indian woman commercial pilot.
- **1966:** Indira Gandhi became the first female Prime Minister of India.
- **1953:** Vijaya Lakshmi Pandit became the first woman (and first Indian) president of the United Nations General Assembly.
- **1959:** Anna Chandy becomes the first Indian woman judge of a High Court (Kerala High Court)
- **1963:** Sucheta Kriplani became the Chief Minister of Uttar Pradesh, the first woman to hold that position in any Indian state.
- **1966:** Captain Durga Banerjee becomes the first Indian woman pilot of the state airline, Indian Airlines.
- **1966:** Kamaldevi Chattopadhyay wins Roman Magsaysay award for community leadership.
- **1970:** Kamaljit Sandhu becomes the first Indian woman to win a Gold in the Asian Games.
- **1972:** Kiran Bedi becomes the first female recruit to join the Indian Police Service.
- **1978:** Sheila Sri Prakash becomes the first female entrepreneur to independently start an architecture firm
- **1979:** Mother Teresa wins the Nobel peace prize by becoming the first Indian female citizen to do so.
- **1984:** On 23 May, Bachendri Pal became the first Indian woman to climb Mount Everest.
- **1986:** Surekha Yadav became the first Asian woman loco-pilot or railway driver.
- **1989:** Justice M.Fathima Beevi became the first woman judge of the Supreme Court of India.
- **1991:** Mumtaz M Kazi became the first Asian woman to drive a diesel locomotive in September.
- **1992:** Asha Sinha becomes the First Woman Commandant in the Parliamentary forces of India when she was appointed Commandant, the Central Industrial Security in Mazgon Dock Shipyard Limited.
- **1992:** Priya Jhingan became the first lady cadet to join the Indian Army (later commissioned on 6 March 1993)<sup>1</sup>
- **1999:** On 31 October, Sonia Gandhi became the first female Leader of the opposition India.
- The first Indian woman to win an Olympic Medal, Karnam Malleswar, a bronze medal at the Sydney Olympics in the 69 kg weight category in Weightlifting event.
- **2007:** On 25 July, Pratibha Patil became the first female President of India
- **2009:** On 4 June, Mira Kumar became the first female Speaker of the Lok Sabha.
- **2011:** On 20 October, Priyanka N. drove the inaugural train of the Namma Metro and became the first female Indian metro pilot.
- **2011:** Mitah Madhumita made history by becoming the first woman officer to win a Sena Medal for gallantry.
- **2014:** A record where 7 female ministers were appointed in the Modi Ministry, of whom 6 hold Cabinet rank, the highest number of female Cabinet ministers in any Indian Government in history. Prestigious Ministries such as Defence and External Affairs are being held by Women Ministers.
- **2015:** Sumita Bose the first author and first woman to write the autism book in India.
- **2016:** J. Jayalalithaa, became the first woman chief minister in India to rule the state consecutively 2 times by winning the legislative assembly election.
- **2016:** J. Jayalalithaa, became the first woman chief minister in India to die in office on 5 December 2016.
- **2017:** On 25 March, Tanushree Pareek became the first female combat officer commissioned by the Border security force.



- **2018:** Archana Ramsundaram of 1980 Batch became the First Woman to become the Director of a Paramilitary Force as DG,
- **2018:** In February, 24-year-old Flying Officer Avani Chaturvedi of the Indian Air Force became the first Indian female fighter pilot to fly solo. She flew a MiG-21 Bison, a jet aircraft with the highest recorded landing and take-off speed in the world.
- **2019:** On 2 December 2019, sub-lieutenant Shivangi became the first woman pilot in the Indian Navy.

### Crimes Against Women in India

The National Crime Records Bureau (NCRB) has extensive data about violence against women that is perpetrated by men. The cases considered to be crimes against women were mainly reported in the following categories cruelty by husband or his relatives (32.6%), assault on a woman with intent to outrage her modesty (25%), kidnapping and abduction of women (19%), and rape (11.5%). Instances of reported rape surged from 34,651 in 2015 to 38,947 in 2016. Out of 38,947 cases of reported rape, in 36,859 cases, the accused was related to the survivor. So, in approximately 95% of the cases the survivor and the perpetrator were acquainted with each other. Clearly, there is a pattern here which is evident even to the layman's eyes. Misogyny in the form of structural violence against women is prevalent. Violence is used as a vicious tool to 'discipline' women for their perceived transgressions.

Not just adult women, but children are also extremely vulnerable to sexual violence. The Crime in India Report (2016) stated that 43.2% of the survivors of rape are under the age of 18. The Protection of Children from Sexual Offences Act (POCSO) is a legislation that was passed in 2012 to tackle this problem. The central government is planning to amend the law so that its ambit inclusive of male children who are survivors of sexual abuse.

The national capital of Delhi was India's most dangerous metro in 2016. It had the highest rates of abduction, rape, and murder among urban cities. From babies as young as 8-months-old to women as old as 90 years, no one was spared when it came to sexual trauma in Delhi. So, though this statistic wasn't unforeseen, it is still shameful to note the extent of violence that women have to endure. Some of the

Legal Provisions for protecting Women's Rights in India are presented here.

- Equality before the law for all persons (Article-14).
- Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15(I)). However, special provisions may be made by the state in favour of women and children Article 15(3). Equality of opportunity for all citizens relating to employment or appointment to any office under the state (Article 16).
- State policy to be directed to securing for men and women equally the right to an adequate means of livelihood (Article 39(a); (v) equal pay for equal work for both men and women (Article 39(d)).
- Provisions to be made by the state for securing just and humane conditions of work and maternity relief (Article 42).
- Promotion of harmony by every citizen of India and renouncement of such practices which are derogatory to the dignity of women Article 51A(e).
- Reservation of not less than one-third of total seats for women in direct election to local bodies, viz; Panchayats and Municipalities (Articles 343(d) and 343 (T).

### Some Suggestions for Women Empowerment

Some of the suggestions for empowerment of women are presented here.

- Changes in women's mobility and social interaction is needed for women empowerment.
- Changes in women's labor pattern is recommended.
- Changes in women's access to and control over resources is needed.
- Changes in women's control of decision making need to be improved.
- Provision for women's education is required.
- Provision for self-employment and self-help group may be introduced.
- Society should change the mentality towards women.
- Encourage women to develop in their field in which they are good to make their career.

- There is need for training and development programs for women across the country.
- Government should try to reduce poverty in society.
- Government must try to end the violence against women by giving them protection.
- Government should ensure gender equality in the society.
- Government should try to reduce the spread of HIV/AIDS among women and girls.

## Conclusion

Women represent 48.1% of the total Indian population and gender inequality exists in the society. Until women are given the same opportunities as men, there will be no development for women. There is a need for change in the social attitude towards women. Women need healthy environment so that they can take their own decisions in their areas. More opportunities should be given to women in public and private sector for the development of the nation and women empowerment. Equal rights for men and women should be given to improve the quality of work and economic status of the nation. Government

must end the violence against women by exercising laws more strictly.

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## Appendix-1

Survey Questionnaire on need for course on Gender Sensitisation at University level

1. Do you think introducing a course on gender sensitisation at college level can play a significant role in changing mind set of people towards women?
2. Do you think gender sensitisation should be introduced as a course at First Year undergraduate level?
 

If yes, should the course for gender sensitisation be a compulsory or optional course?

If it is an optional course would you opt for it?

What should be the course content?

# An Explorative Study on Gender Inequality and Women Empowerment through Various Indicators in India

Santhosh Mathew\*

Women make 49.6 per cent of world population and 48.17 per cent of Indian population. India is at 191<sup>st</sup> position out of 201 countries in terms of female to male ratio. Among Asian countries, India is at 43<sup>rd</sup> position out of 51 countries on the basis of UN (world population prospects) and Ministry of Statistics and Program Implementation (MOSPI), India. There is no contradict of the truth, that is women in India after a long struggle they are achieved a considerable development in approximately seventy years of freedom, however they are still have to fight against many cultural barriers and social restrictions in the country. Every day we see that in the society from ancient to till date to the privileges, responsibilities and opportunities of women, it is depends on the cultural traditions and customs of the family and society. Women empowerment is the practice by which women gain power and control more than their own lives and attain the capabilities to form their choices. This is very important because throughout the world women are still facing biased in access to education, work and economic assets and participation in government. India has slightly improved in World Economic Forum (WEF)'s wage equality for similar work indicator, where it stood at 72<sup>nd</sup> place. The country has also closed its tertiary education enrolment gap for the first time in 2018 has managed to keep its primary and secondary gap closed for the third year running. Interestingly, India has the second largest Artificial Intelligence (AI) work force but one of the largest AI gender gaps, with only 22 per cent of roles filled by women. So women empowerment is a one of the major achievement to Sustainable Development. In this paper we are trying to find out gender equality and women empowerment indices based on 8 population indicators of the 29 states and 7 union territories of India, from 4<sup>th</sup> National Family Health Survey (NFHS). In this study we are trying to cluster the groups based on urban and rural populations of the 36 States/UT's of India using Cluster Analysis. It is useful to policy makers for taking decisions to women development activities and empowerment.

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According to World Summit for Social Development, 1995, "Empowerment requires the full participation of people in the formulation, implementation and evaluation of decisions determining the functioning and the well-being of our societies. Women empowerment refers to the creation of an environment for women where they can make decisions of their own for their personal benefits as well as for the society."

Violence against women is a manifestation of historically unequal power relations between men and women. The Declaration on the Elimination of Violence against Women defines "violence against women" as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." The Declaration requires States to "exercise due diligence to prevent, investigate and, in accordance with national legislation, punish acts of violence against women, whether those acts are perpetrated by the State or by private persons."

## Global Perspective

Gender-based violence (GBV) or violence against women and girls (VAWG), is a global pandemic that affects 1 in 3 women in their lifetime. In figures says that, 35 per cent of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence. Globally, 7 per cent of women have been sexually assaulted by someone other than a partner and as many as 38 per cent of murders of women are committed by an intimate partner. 200 million women have experienced female genital mutilation/cutting. This issue is not only devastating for survivors of violence and their families, but also entails significant social and economic costs. In some countries, violence against women is estimated to cost countries up to 3.7 per cent of their GDP – more than double what most governments spend on education. Failure to address this issue also entails a significant cost for the future. Numerous studies have shown that children growing up with violence are more likely to become survivors

themselves or perpetrators of violence in the future. One characteristic of gender-based violence is that it knows no social or economic boundaries and affects women and girls of all socio-economic backgrounds. This issue needs to be addressed in both developing and developed countries. Decreasing violence against women and girls requires a community-based, multi-pronged approach, and sustained engagement with multiple stakeholders. The most effective initiatives address underlying risk factors for violence, including social norms regarding gender roles and the acceptability of violence.

### **Violence against women in the perspective of India**

In India, the rural and urban divide also brings in differences in the enhancement of the lives of women. In our country, the educated and the urban population have realized the benefits of educating a girl child and financial freedom of women. More women from these groups are joining the workforce and are leading a better and stable life. However, discrimination, violence, and harassment at the workplace or in the closed walls of homes continue to exist. But, in rural and poor households, the situation is grim. Issues like female foeticide, dowry system, and child marriage are prevalent. The society is still committed to patriarchy. Irrespective of the laws, girls are not proffered the right to property and are considered as a burden. Even in well-to-do families, male children are often prioritized and have better access to fulfil their ambitions. Girls are often not educated and enlightened on the progress that humanity is making. They neither have health awareness nor financial awareness. The dimensions of women's empowerment are diverse across different states of India; they may differ in different cultural settings. Keeping in mind the diverse cultural practices in the different states of India, a series of questions was asked in the fourth round of the National Family Health Survey (NFHS-4). These questions are related to various aspects of women's empowerment, such as women's participation in household decision making, their freedom of movement and access to money which they can spend as per their desire. NFHS-4 expanded the domain of women's empowerment by asking women new questions on whether they own a house and/or land alone or jointly with others and if they have a mobile phone that they themselves use.

### **Review of Literature**

**Tiwari and Shrestha** (1996) identified the factors associated with intimate partner violence in

Lekhath Metropolitan city, Kaski, Nepal by using Logistic Regression Approach. Data was analyzed using descriptive and inferential statistical methods for representing various influenced parameters of intimate partner violence. **Shamita Das et al.** (1996) examines the conditions of Asian Indian women immigrants facing obstacles and sacrifices their personal life and freedom in United States. In Indian customs and traditions, women treated as second grade in day to day life but taking spiritual example of women as Arundathi Devi's life who was the wise and learned wife of sage Vashistha. **Krantz** (2002) examines the violence against of women in the perspective of global public health issues. Women are facing financial burden due to health issues and quoted one of the reason is that women are physically assaulted by their husbands in India. **Rekha Datta** (2003) describes self-employment can improve and empowers the women which increase the ability to take their own decision making capacity and well-being. The self-employed women's associations are helping to grow women independently and equal priority with their counterparts in taking wise decisions. **Bacchus et al** (2004) explored the prevalence of domestic violence of pregnant women and it's associated with physical and psychological health on antenatal and postnatal wards. **Peedicayil et al.** (2004) found the women during pregnancy, how they abused by spouse or violated them like hit, slap, kick, beat, use of weapon and harm in any other way. These are the major outcomes/factors violated women during pregnancy by their life partners. **Farid** (2006) examines that how women are facing problems during menstrual absorbents and how their life affected due to lack of poor hygiene leads to Reproductive Tract Infection (RTI). Because of unawareness of menstrual period they facing huge health problems. **Babu and Kar** (2009) reported the prevalence and issues related to domestic violence against women from across all socio-economic category of Eastern zone of India. From this study identified the factors such as urban residences, older age, lower education and lower family income are associated with incidence of domestic violence. **Devakunchari et al.** (2019) presented the analysis of crimes against women from 2002 to 2011 by using Regression model and also explained how different age group of women facing violence against them.

### **Indicators of Women Empowerment in NFHS-4**

Based on NFHS-4 (2015-16) rankings, poor performance states of India were considered for



representing various Women's Empowerment and Gender Based Violence (age 15-49 years) indicators.

From the Table-1, we observed that slight difference among rural and urban populations in participating the major household decisions of poor performing states and India represented in Figure-1.

From Table-2, it is depicts that there is minor variation among low performance states except Himachal Pradesh of women paid in cash for last 12 working months. Variations in India and other poor performance states were represented in figure-2.

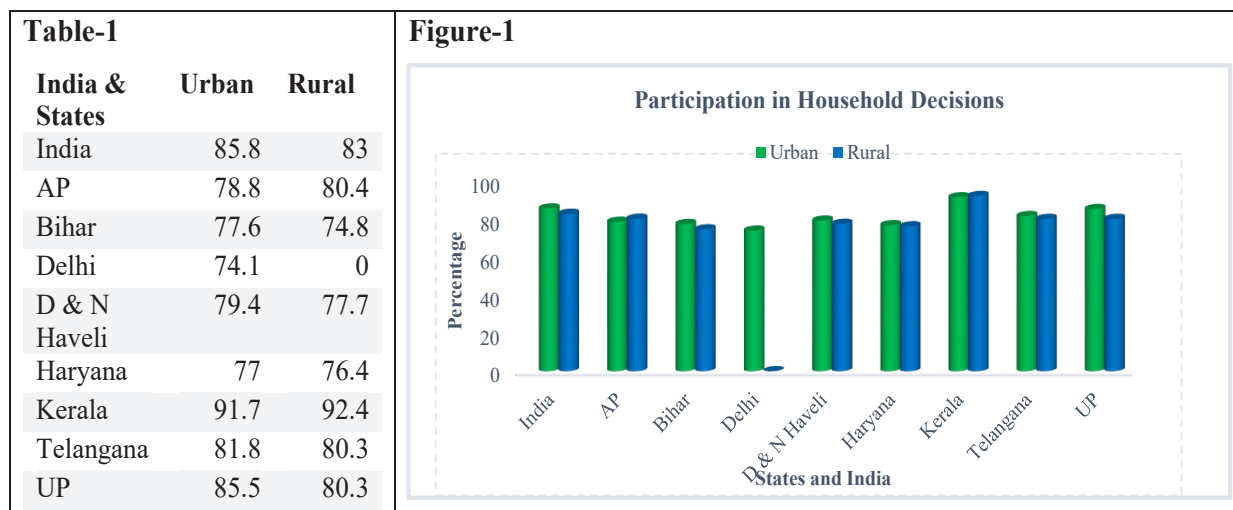
From Table-3, it is represents that there is much difference in urban and rural populations of all over

India of women who experienced spousal violence. There is much difference observed in poor performance states except A & N Islands, Bihar and Chhattisgarh and represented in Figure-3.

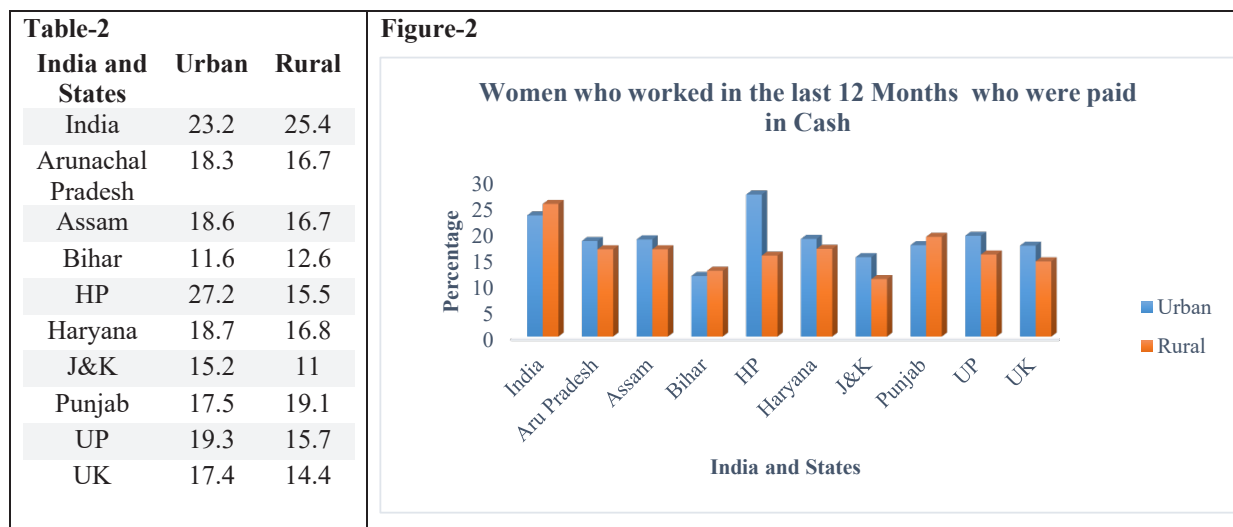
From Table-4, it is representing that Daman and Diu most vulnerable followed by Karnataka, Tamilnadu and Telangana in Spousal violence during pregnancy. Remaining states have less variation are observed in urban and rural populations.

From Table-5, it represents women owning land or property of India and Poor Performed Stated. In this table, it shown that D & N Haveli has least percentage in women having land or house in rural and observed high in urban women population. Chhattisgarh, Mizoram and Sikkim state women population in

**Table and Figure 1: Participation in Household Decisions**

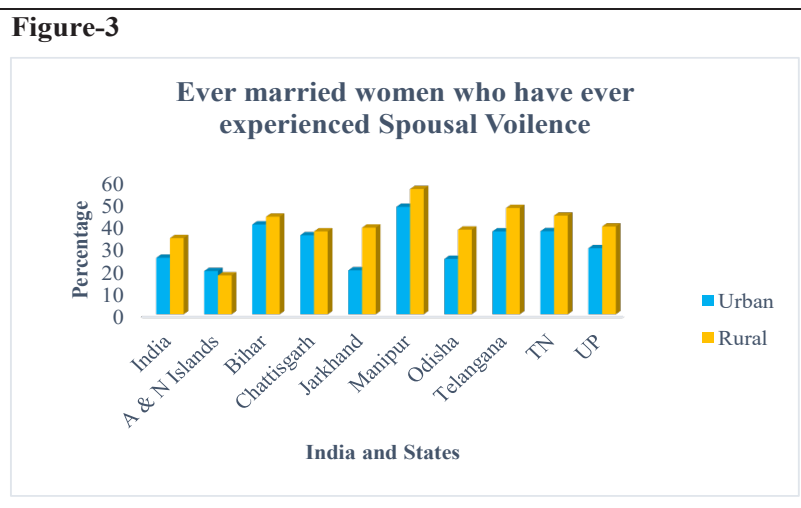


**Table and Figure 2: Women who Worked in the Last 12 Months who were Paid in Cash (%)**



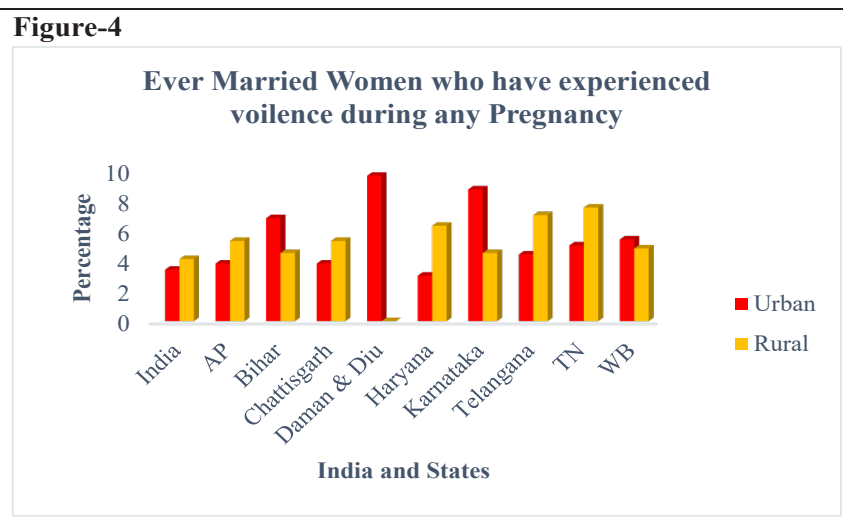
**Table and Figure 3: Ever Married Women who have ever Experienced Spousal Violence ( %)**

India and States	Urban	Rural
India	25.3	34.1
A & N Islands	19.4	17.4
Bihar	40.2	43.7
Chhattisgarh	35.4	37.1
Jharkhand	19.7	38.8
Manipur	48.1	56.1
Odisha	24.8	37.9
Telangana	37.1	47.6
TN	37.2	44.2
UP	29.6	39.3



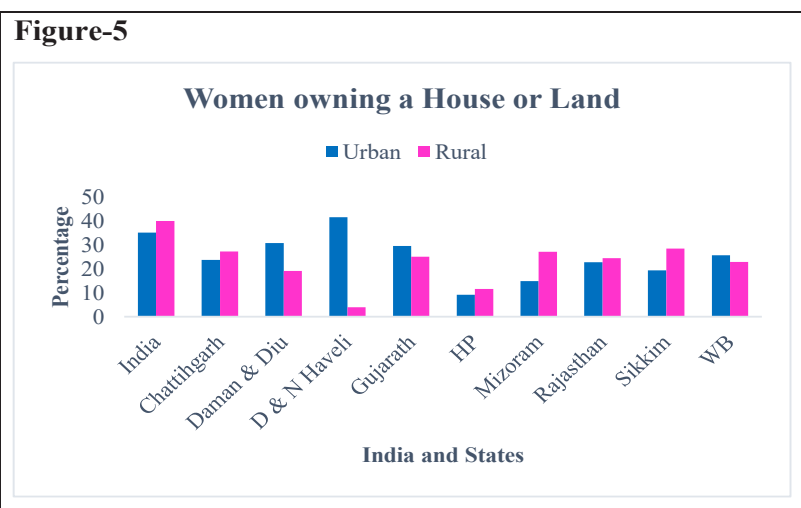
**Table and Figure 4: Ever Married Women who have Experiences Violence during any Pregnancy ( %)**

India and States	Urban	Rural
India	3.4	4.1
AP	3.8	5.3
Bihar	6.8	4.5
Chhattisgarh	3.8	5.3
Daman & Diu	9.6	0
Haryana	3	6.3
Karnataka	8.7	4.5
Telangana	4.4	7
TN	5	7.5
WB	5.4	4.8



**Table and Figure 5: Women Owning a House or Land (Alone or Jointly with Others)**

India and States	Urban	Rural
India	35.2	40.1
Chhattisgarh	23.8	27.3
Daman & Diu	30.9	19.2
D & N Haveli	41.7	3.9
Gujarath	29.7	25.2
HP	9.2	11.6
Mizoram	14.9	27.2
Rajasthan	22.8	24.5
Sikkim	19.4	28.5
WB	25.8	22.9



rural areas occupied much percentage than the urban population. A slight difference observed in remaining states and represented in Figure-5.

From Table-6, it representing women having a Bank or savings account that they can use. In this table, it is observed that mostly urban women having bank accounts than the rural population. That means urban women have freedom to maintain financial access by their own selves.

Table-7 represents women having a mobile phone that they can use individually. Major difference is observed in urban women population than the rural areas in usage of mobile phones in India and poor performed states. Still women in rural areas lacking of awareness and unable to afford mobile phones on

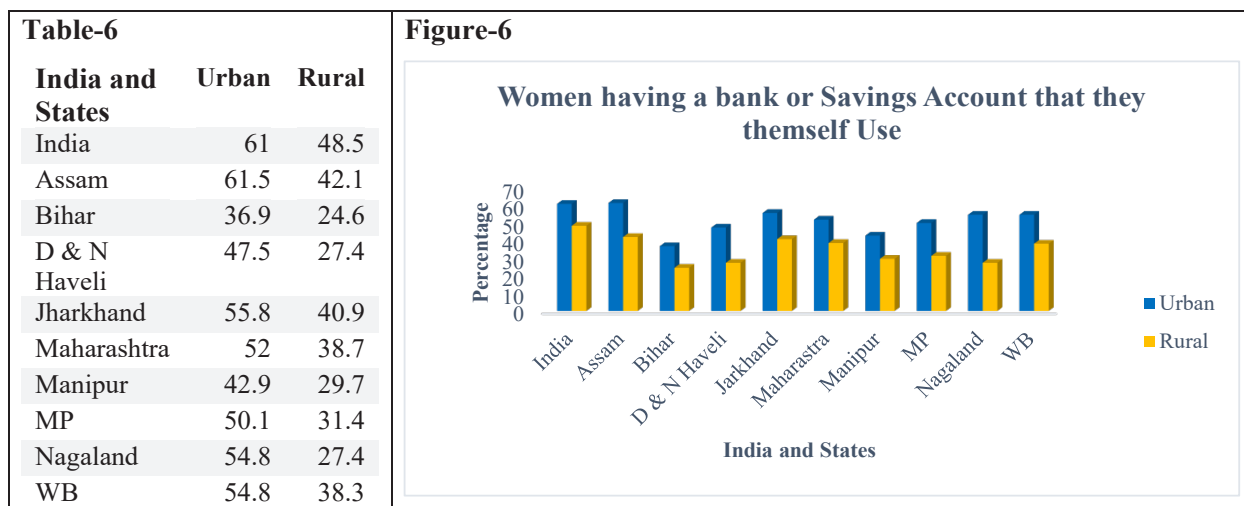
their own. The graphical representation of India and States are shown in Figure-7.

Table-8 depicts the women who are in age group of 15-24 use hygienic methods to protect their menstrual period. Overall observation from the table, women in urban areas has improved in usage of hygienic methods in their menstrual period than the rural population.

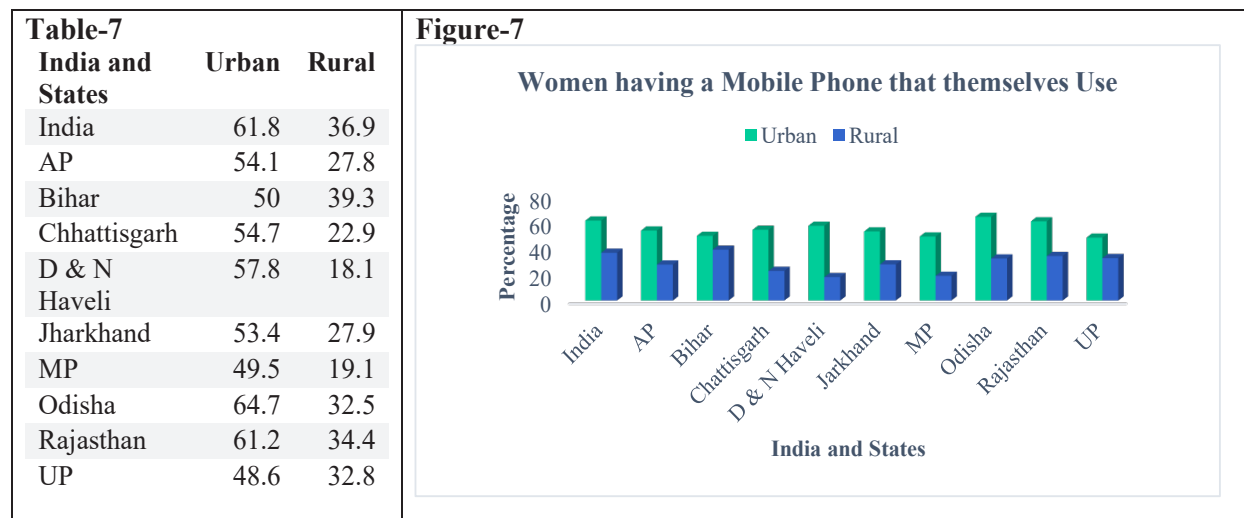
### Cluster Analysis Results

From the cluster analysis, it is observed that all states and union territories clustered in five homogeneous groups based on their percentages of rural and urban women population. The visual representation of all states were displayed in the dendrogram for better understanding.

**Table and Figure 6: Women having a Bank or Savings Account that they themselves Use (%)**



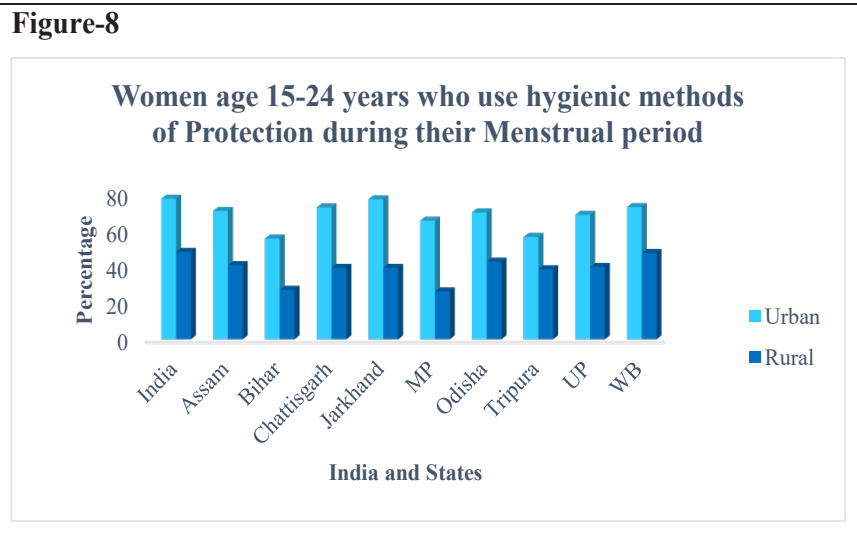
**Table and Figure 7: Women having a Mobile Phone that themselves Use (%)**



**Table and Figure 8: Women age 15-24 years who use Hygienic Methods of Protection during their Menstrual Period (%)**

**Table-8**

India and States	Urban	Rural
India	77.5	48.2
Assam	70.8	40.9
Bihar	55.6	27.3
Chhattisgarh	72.7	39.4
Jharkhand	77.2	39.4
MP	65.4	26.4
Odisha	70	42.8
Tripura	56.5	38.6
UP	68.6	39.9
WB	72.9	47.6

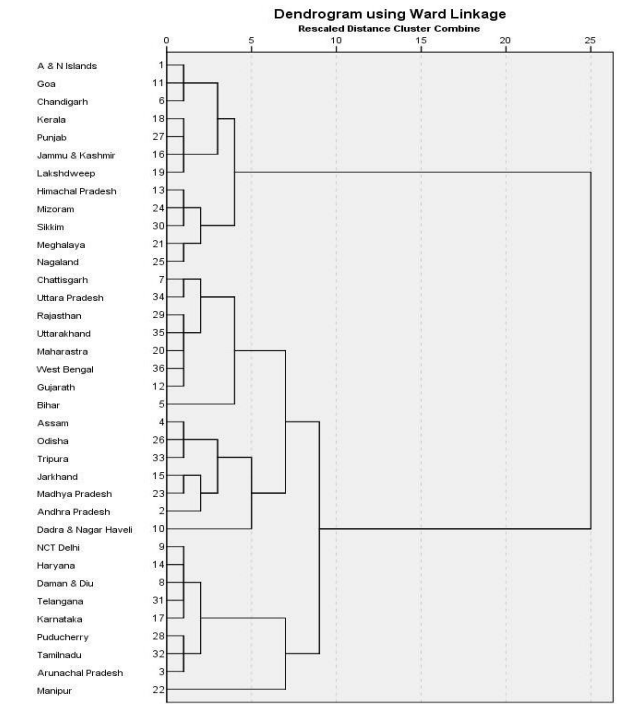
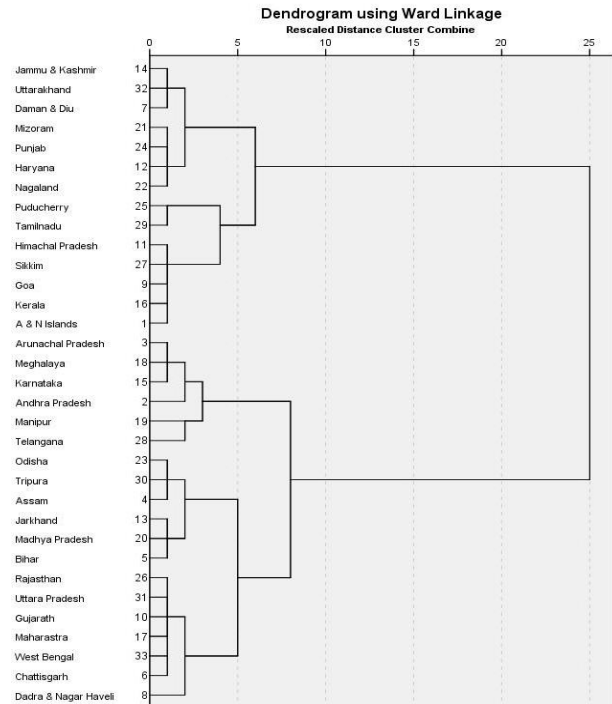


**Rural**

Cluster-1	Cluster-2	Cluster-3	Cluster-4	Cluster-5
Jammu & Kashmir Uttarakhand Daman & Diu Mizoram Punjab Haryana Nagaland	Puducherry Tamil Nadu Himachal Pradesh Sikkim Goa A & N Islands	Arunachal Pradesh Meghalaya Karnataka Andhra Pradesh Manipur Telangana	Odisha Tripura Assam Jharkhand Madhya Pradesh Bihar	Rajasthan Uttara Pradesh Gujarat Maharashtra West Bengal Chhattisgarh Dadra & Nagar Haveli

**Urban**

Cluster-1	Cluster-2	Cluster-3	Cluster-4	Cluster-5
A & N Islands, Goa, Chandigarh, Kerala, Punjab, Jammu & Kashmir, Lakshadweep	Himachal Pradesh, Mizoram, Sikkim, Meghalaya, Nagaland	Chhattisgarh, Uttar Pradesh, Rajasthan, Uttarakhand, Maharashtra, West Bengal, Gujarath, Bihar	Assam, Odisha, Tripura, Jharkhand, Madhya Pradesh, Andhra Pradesh, Dadra & Nagar Haveli,	NCT Delhi, Haryana, Daman & Diu, Telangana, Karnataka, Puducherry, Tamilnadu Arunachal Pradesh, Manipur





## World leaders words on Women Empowerment:

*“Not until the half of our population represented by women and girls can live free from fear, violence and everyday insecurity, can we truly say we live in a fair and equal world”*

— UN Secretary-General António Guterres

*“Around the world, women and girls are victims of countless acts of violence. The range of gender-based violence seems endless at times, occurring literally from womb to tomb.”*

—Karl Kulessa, UNFPA Turkey Representative

UN Women Turkey, Acting Head of the Office Sabine Freizer said in her speech that *“violence against women has no boundaries of geography, culture or wealth. It doesn’t only mean physical violence. It also includes sexual, verbal, emotional, psychological and financial abuse. For example, preventing women’s economic participation in the society is a direct result of economic violence against women. Child and forced marriage is a form of violence. This year, together with thousands of women all around the world we say #hearmetoo. I am sure that young students like yourselves will be the powerhouse for ending violence against women”*.

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# Commitment of a Medical Profession

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**Harsh Vardhan, Hon'ble Minister of Health and Family Welfare & Minister of Science & Technology and Earth Sciences, Government of India, New Delhi** virtually delivered the Convocation Address at the 32<sup>nd</sup> Convocation of Sri Ramachandra Institute of Higher Education and Research (Deemed to be University), Chennai on 4<sup>th</sup> January, 2021. He said, "I acknowledge that COVID-19 has turned the clock back by many years, if not decades. The deadly virus has derailed our painstaking efforts of many decades and diverted scientific attention. The lockdowns have raised insurmountable barriers, interrupted supply chains, diversion of manufacturing capacity and imposition of many roadblocks. This period needs strategized thinking, thought leadership and disruptive social entrepreneurship. It needs mass mobilization, aggressive campaigns, powerful partners and deep commitments. And most of all, it needs a powerful societal commitment. Doctors are the backbone of any society. If our doctors are committed, then many things will automatically fall into place." Excerpts

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My Dear Graduands, Proud Parents, Friends from the Media, Ladies & Gentlemen ... I'm highly delighted and honored to deliver the Convocation Address at this 32<sup>nd</sup> Convocation of the Sri Ramachandra Institute of Higher Education and Research. With great pleasure, I congratulate all those who are present here to receive their degrees, certificates, and medals for their exceptional educational accomplishments at this Convocation today.

In these difficult COVID times, I compliment all the students who have been successful in their respective programs and ... a big shout out to their proud parents for giving necessary support to them.

I also take this opportunity to pay my homage to the great visionary Shri N.P.V. Ramasamy Udayar, who was instrumental and who had nurtured this great edifice of learning and research .. and built it up as one of the most reputed private educational institutions of the country. I am sure that his determination perseverance and commitment to give the best to society, with respect to health care and medical education, has contributed immensely to the growth and development of this institution.

I note with great satisfaction that his beloved son Shri. V.R. Venkataachalam who is the Chancellor of this University is following in footsteps of his father and has been guiding the growth of the University in all possible ways.

It is a matter of great delight to note that the University has ranked 28<sup>th</sup> among all Universities... 13<sup>th</sup> among all medical schools ... and 7<sup>th</sup> among the dental schools in 2020 NIRF ranking. Based on its consistent academic accreditations, the UGC

has graded the Deemed University as a Category-I University. I offer my heartfelt congratulations to the entire fraternity of the Institute for these outstanding achievements.

I can see that the University is transforming into a multidisciplinary University in line with the National Education Policy of the Government of India. The uniqueness of this great institution plays a key role in attracting a large number of students from different parts of the country as well as abroad.

I am especially happy that Research is being given the utmost significance and that the Institution has established the Central Research Facility as the "A to Z gateway" for research..... to take care of all logistics of research planning on a 'ready to use platform' for the entire University.

It is heartening to hear that the University Central Library has a volume stock of 61,000 plus books for the use of students and faculties, in addition to a subscription to 785 journals.

Also, I note that the MCI had acknowledged Sri Ramachandra Medical College as a Nodal Center for Medical Education Technologies in 2009 and that the Nodal Center at Sri Ramachandra Medical College has been imparting training to the faculty members of nearly 58 medical schools.

My Dear Young Friends, as you all know, we are at a crucial stage amidst the COVID-19 pandemic. While we celebrate this momentous occasion, let us all salute the front-line health workers, the doctors, nurses, technicians, transporters, Emergency Medical Technologists, Pharmacists, and everyone who supported patient care during this pandemic, being

prepared to risk their own health and life. I understand that your institution had provided a separate block for the COVID patients. I'm also happy that your institution has been chosen to conduct ICMR vaccine trials and has also served as a testing center since early April 2020.

Dear graduates! You should feel proud of your *alma mater* which has a great legacy to bestow upon you. You must make your parents and teachers proud of your achievements, be it in your profession or higher education and research.

India has faced a lot of challenges since Independence ... one among them has been providing quality Healthcare for all and the challenges at providing adequate human resources, infrastructure and introducing change in the healthcare system. My Government is poised to provide all these. India spends about 4.2% of its GDP on healthcare and services as compared to about 18% by many developed nations. This year, we have already made a substantial increase in our healthcare spend and the Finance Commission has projected a massive increase in the health outlay in the next five years.

The recent pandemic has showcased the contribution of the Government sector towards adequate healthcare ... both Intensive Care and otherwise. The Central Government is taking up the vaccination drive in a big way. Presently, our doctor-patient ratio is 1:1700. This should improve to 1:1000 as per WHO norms. There is a definitive move to increase the number of medical colleges, almost one per each district, and also the number of medical graduates. We are steadily working in this direction. Similarly, the number of Hospital beds available is 9 per 10,000 of the population. This needs to be immediately increased to 40 per 10,000. The number of people covered under Health insurance has to drastically increase from the present 8-10%.

There is a lot of scope for Medical Professionals to innovate and improvise to facilitate the PM's dream of "*Atma Nirbhar India*" and "*Make in India*" concepts through Research and Development Initiatives.

We have been overcoming the challenges in the health care delivery system of our country since independence. The Central Government has been taking effective steps to improve the doctor-patient ratio as well as to increase the patient-bed ratio. With active support from the Central government, new

medical colleges have been started in the country during the past 6 years.

My Government has initiated a series of actions to prevent spread of Covid-19 pandemic. Hon'ble Prime Minister has himself interacted with the Chief Ministers of all States and UT administrations and all stakeholders to regularly understand issues and collaborate with the States for effective COVID management.

To ensure accessibility of quality treatment for both COVID and non-COVID health issues, in far-flung areas, the use of telemedicine has been promoted in a big way. 'eSanjeevani', a web-based comprehensive telemedicine solution is being utilized in 23 states to extend the reach of specialized healthcare services to masses in both rural areas and isolated communities. As of today, more than 11 lakh teleconsultations have been held on this digital platform.

In our larger commitment to improve the health of the nation, our government has also launched the world's largest health insurance scheme called the Ayushman Bharat which comprises of two components: The first component pertains to the creation of 1,50,000 Health and Wellness Centres by upgrading the Sub Health Centres and rural and urban Primary Health Centres in both urban and rural areas, which will bring health care closer to the community. The second component is the Ayushman Bharat-Pradhan Mantri Jan Arogya Yojana.

Under Ayushman Bharat, around 10.74 crore poor and vulnerable families have been identified as per Socio-Economic Caste Census and they are entitled for a health cover of Rs 5 lakh per family per year for secondary and tertiary care hospitalization.

With continued efforts in providing quality health care services, India has become a reputed destination for medical tourism. A number of patients from foreign countries seek health care services of international standards provided at an affordable cost here.

My Dear Young Doctors ... Being a medical practitioner and an ENT surgeon .. as well as the father of a young doctor .. I do know the amount of incredible hard work that needs to be put in by every medical student. Studying medicine is itself a rigorous task. Medicine is a profession that requires years of practice to establish one's reputation. However, the esteem and honor one receives in this field is

incomparable. A good doctor, who saves a life, often lives beyond his own life. As a good doctor, he or she is remembered forever by the patients and family members. I am sure you will choose to do the right things in a righteous manner with the best of your intentions and efforts and will be successful in all walks of life.

My Dear Students! Education is the key to success in life, and teachers make a long-lasting impact in the lives of their students. It is important for the personal, social and economic development of the nation as well .. to live with happiness and prosperity. Education empowers minds that will be able to conceive good thoughts and ideas. Education also enables students to do an accurate analysis while making choices for life.

For every college student, the graduation ceremony is the most important occasion. Medical practice is considered as a noble profession, and so is teaching. A medical university or college is thus a twice blessed institution.

My Dear Young Friends, the convocation ceremony conducted today marks the culmination of your efforts and transition from students to professional readiness to serve society. I urge you to be passionate about your chosen profession, demonstrate integrity, follow ethical standards and always be willing to be familiar with the technological developments taking place continuously in your chosen field of profession, and be a lifelong learner. A lifelong commitment to going forward is essential and you must always look to give back to your alma mater.

Our beloved Prime Minister Shri Narendra Modi ji has great confidence in the power of the youth .. and rightly believes that they are the biggest national asset that we have. Youth being a demographic dividend of our country, the next 5-10 years are expected to be a kind of golden era for India. I urge all of you to move with great self-confidence and zeal to achieve the glory that is due for India.

While aggression is important in modern life, I sincerely believe that we should follow the Gandhian philosophy which touches all aspects of life. Our youth should imbibe Gandhiji's teachings to create a better and just society.

I acknowledge that COVID-19 has turned the clock back by many years, if not decades. The deadly virus has derailed our painstaking efforts of many decades and diverted scientific attention. The lockdowns have raised insurmountable barriers, interrupted supply chains, diversion of manufacturing capacity and imposition of many roadblocks. This period needs strategized thinking, thought leadership and disruptive social entrepreneurship. It needs mass mobilization, aggressive campaigns, powerful partners and deep commitments. And most of all, it needs a powerful societal commitment. Doctors are the backbone of any society. If our doctors are committed, then many things will automatically fall into place.

My Young Friends, a great future beckons you ... if you work hard and honestly to give your best in anything that has been entrusted to you. Please note that success and reward shall not accrue in a single day ...

In India, there is an old saying that doctors are second to God on this earth.

The great Voltaire once said ..... "Those who are occupied in the restoration of health to others, by the joint exertion of skill and humanity, are above all the great people of the earth. They even partake of divinity, since to preserve and renew is almost as noble as to create."

With these words, I once again convey my heartiest congratulations to all of you, your proud parents ..... and your teachers .... and wish you all the best in all your future endeavors.

Thank you!



### **Teachers' Training Programme**

A three-day Teachers' Training Programme on the theme 'Don't Postponed Happiness, Smile To Make Lasting Impact' was organised by the IQAC and Alumni of Anjuman-i-Islam's Akbar Peerbhoy College of Education (AIAPCE), Vashi, Navi Mumbai, recently. About 260 participants including academician, teachers and future teachers participated in the event. The programme began with the introduction of the theme. President of Alumni Association, AIAPCE Mr. M Waseem Shaikh explained the theme 'Don't Postponed Happiness, Smile to Make Lasting Impact'. He said that we can see happiness which is unbounded and unconditioned. It is the basic essence of a human. It requires efforts to understand the psychology and philosophy behind what life is? Your life is in your hands. No matter where you are now, no matter what has happened in your life, you can begin to consciously choose your thoughts and change your life, he said. There is no such thing as a hopeless situation. Every single circumstances of your life can change. Teachers play vital roles in the lives of the students in their classrooms. He stressed that teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models.

Mr. Azim Durrani, Vice President, Alumni Association, AIAPCE delivered an interactive session on 'Shaheen Ka Jahan'. He mainly focused on importance of effective teaching. He simply compared the teachers' qualities with qualities of eagle (Shaheen). It could be done by setting proper goal and vision, being creativity or innovative by implanting new ideas. He also discussed on Understanding Manipulative Psychological Strategies. It was very interactive and motivational session.

Ms. Preeti Nair, Executive Member, Alumni Association, AIAPCE conducted the session on 'Learning Maths with Fun'. She said that teaching of Mathematics is actually a challenging task. In her session, it was all about, how we teach maths with fun. The lecture is divided into three questions. Why does maths hold an important and unique place among

other subjects in school? How students perceive maths and why? How to improve the classroom situation to make math more interesting, interactive and fun? Mathematics. She related maths with Music, Art, Dance, Sports, Cooking, Languages, Science, History and Geography, to show the importance of maths. She showed some negative attitudes of children for maths with some pictures. So, as a teacher we can convert the negative attitude to positive attitude, with fun teaching. She showed some reasons why students hate maths, so we can overcome this to teach maths with fun. We can give students to real world examples, so they can relate easily. She gave so many easy tips to make maths interesting for students while teaching maths in classroom. It was very educative, interesting session with real and practical examples. She forced us to think world without maths.

Ms Sindhu Thomas, Alumni, AIAPCE delivered a talk on 'Organizational Citizenship Behaviour'. She explained the quality of being honest and having strong moral principles. A person with complete integrity, she illustrated with example. She focused on seven dimensions of OCB and also related her topic with research study. The session was quiet thoughtful and compelling. It has raised many questions in the mind that how it is possible? But her satisfactory reply was, "*Karamki Chita Karfaalkinahi.*"

Ms Uzma J Shaikh, Alumni, AIAPCE presented the session which aimed at describing 'Innovative Teaching Techniques for Modern Pedagogy'. As we all know by experience that in the present era, becoming an effective teacher is a challenge because each student is unique. She described many innovative strategies like reciprocal teaching strategy, collaboration strategy and other innovative strategies. She made us believe that, by using a range of teaching strategies, we can address different learning styles and academic abilities of students, as well as make our class a dynamic and motivating environment for students. She explained that looking at the learning style of the majority population in our classroom we should put required efforts in using different innovative teaching techniques to cater every learning style. Her session was very organized, informative and useful.

Ms Kanchan Khanna, Alumni, AIAPCE explained

about the topic on 'Approaches to Teaching and Learning in IB Board'. She began the session by giving a brief idea about the holistic approach towards the curriculum and that IB curriculum aims at developing global citizens. Thus, the teaching learning strategies and methodology issued accordingly in IB curriculum. It focuses on developing 10 major qualities of a learner i.e. inquiry based, knowledgeable, thinkers, communication, open minded, reflective, balanced, risk – takers, caring and principled. She focused on 'Approach to teaching- Based on inquiry, conceptual learning, develop in local and global contexts, effective teamwork and collaboration, differentiated to meet the needs of all learners, informed by formative and summative assessment. Approach to learning - social skills, research skills, self- management skills, communication skills, thinking skills. She said that the approach towards teaching and learning in IB curriculum is aimed at developing different perspectives of a student to become a global citizen.

Ms Rehana Salamat, Alumni, AIAPCE presented the session on 'Cultural and Learning Sensitivity in the Classroom'. She explained culture as a collection of values, beliefs, behaviour and material object that form a peoples' life. She also lists major challenges faced by schools today which involves poverty, class size, technology, bullying, etc. She put emphasis on how we can build sensitive environment in the classroom. We need enrich communication skills so that student feels comfortable in classroom. She explained that if we want to build culturally and learning sensitive classroom, we must have caring classroom. Teacher language also play vital role in this process. She explained some very useful practices to establish a community in classroom which includes encourage leadership hold meetings, rewards for group accomplish. The session was very sensitive, emotionally with lots of real examples.

After each session, Question and Answer session was conducted followed by panel discussion. Principal, Dr. Asma Shaikh, Mr. M Qamar Saleem, Dr. Supriya Deka and Ms Hoorjahan Hasan, Associate Professors, AIAPCE along with Members of Alumni Association, AIAPCE were the part of Panel Discussion. Concluding remarks and brief report of the event was presented by Dr. Asma Shaikh. The Vote of Thanks was proposed by Mr. M Qamar Saleem, Incharge Faculty, AIAPCE. The feedback form after every session was collected via google form link and also the certificates were awarded to the participants.

### **Virtual Kisan Mela at Swami Keshwanand Rajasthan Agricultural University, Bikaner**

A two-day Virtual Kisan Mela was organized by the Swami Keshwanand Rajasthan Agricultural University, Bikaner, recently. About 2500 farmers registered themselves covering nine states of the country. It was broadcasted through all the social platforms. Queries of the farmers were solved by the scientists during the *Kisan Goshthi* Session. Prof. A K Singh, Deputy Director General (Agricultural Extension), ICAR was the Chief Guest of the Inaugural Function. He focused on the youth to turn to agriculture and said that the farmers should take agriculture as business opportunity. Prof. S K Singh, Director, ATARI, Jodhpur and Shri Jaideep Srivastava, Chief General Manager, Regional Office, NABARD, Jaipur also addressed the event highlighting the importance of Post Harvest Technology. Vice Chancellor, Prof. R P Singh announced the award '*Chaudhary Charan Singh Samriti Utkrishat Kisan Puskar*' to six innovative and progressive farmers annually. Vice Chancellor also released the Krishi Calendar-2021, '*e-Smarika*' and monthly magazine '*Chokhi Kheti*' of Directorate of Extension Education.

Prof. R P Singh, Vice Chancellor presided over the marathon virtual meetings of Research and Extension Advisory Council. He was pleased to mention that during last four years, the Directorate of Research developed fifteen high quality hybrid seeds and produced 20 thousand 709 quintal high quality developed seeds. The Directorate of Extension distributed the seeds through KVKs to farmers. It is also providing its services in the university adopted village under Social Responsibility Scheme. In RAC Meeting, Dr. A K Singh, DDG, Horticulture, ICAR, Dr. O P Yadav, Director, CAZRI, Jodhpur and Dr. Z S Solanki, Former Vice Chancellor, Agriculture University, Kota delivered their valuable inputs and suggestions. While Dr. A K Singh, Secretary, NAAS, Dr. S K Singh, Director, ATARI, Jodhpur and Dr. O P Singh, Former, DEE, Sardar Vallabhbhai Patel University of Agriculture and Technology, Meerut graced the EAC Meeting by their virtual presence and innovative inputs. Hon'ble Chief Minister of Rajasthan, Shri Ashok Gehlot virtually inaugurated the newly established College of Agriculture at Sriganganagar under the jurisdiction of SKRAU, Bikaner on December 18, 2020 in the benign presence of Shri Lal Chand Kataria, Hon'ble Agriculture Minister, Govt.

of Rajasthan, Shri Rajkumar Gaur, local MLA, Vice Chancellor, Prof. R P Singh and distinguished faculty.

### **International Conference on Equality, Diversity and Inclusivity**

One-day International Conference on 'Equality, Diversity and Inclusivity: Issues and Concerns' is being organized by the School of Humanities, Lovely Professional University, Phagwara, Punjab on July 17, 2021.

The prevailing intransigent global system and the left-over scars of the history has necessitated to address a person from being the just same or different to being an insider, an outsider or deviant in the prevailing multicultural society. This led to certain individuals and social groups becoming deprived or prevented from participating fully and meaningfully by virtue of their poverty, the lack of competencies, and lack of lifelong learning opportunities because of discrimination. To create opportunities and remove the barriers to reach humans to enjoy their life in its fullest is the ultimate goal of any society. Given this context of social diversity and social inequality, the most important challenge the world face today is how to assure the equality in diversity through inclusiveness and make this world a better place to live in. The equality, diversity, and inclusivity have various dimensions and the conference is intended to address the same through its various under mentioned themes.

### ***Social and Psychological Dimensions of Equality, Diversity and Inclusivity***

- Social inclusion: The Way Forward.
- Journey from Marginalization to Social Equality and Inclusivity.
- Caste Discrimination and Social Change in India.
- Bridging the Rural and Urban Divide.
- Social Struggle for Equality, Diversity and Inclusivity.
- Role of Mass Media in Promoting Equality, Diversity and Inclusivity.
- Minority Perceptions and Contributions.
- Issues in Regionalism and Development in India.
- Issues in Multiculturalism, Diversity and Nationalism.
- Social and Psychological Dimensions of Gender equality.

- Emerging Dimensions of Population and Human Geography.

### ***Political Dimensions of Equality, Diversity and Inclusivity***

- Promoting Equality, Diversity and Inclusivity: Political and Legal Perspectives.
- Tribal Empowerment in India: Issues and Challenges.
- Inclusive Approach for Good Governance.
- Refugees, Asylum Seekers, Displaced and People of Nowhere.
- Human Rights in Contemporary World.
- Policy Evaluation and Decision-Making Framework for Equality, Diversity and Inclusivity.
- Role of Legislature, Executive and Judiciary for Equality, Diversity and Inclusivity in Democracy.
- Politics of Migration, Multiculturalism and Nationalism.
- Second Wave of Arab Spring and Issues of Inclusiveness.
- Economic Dimensions of Equality, Diversity and Inclusivity
- Globalization: Economic Exclusion to Economic Inclusion.
- Equality, Diversity and Inclusivity and Its Growth Implications.
- International Migration, Ethnic Rights and Economic Development.
- Socio-economic Inclusion in 21<sup>st</sup> Century.
- Human Resource Development and Human Capital Formation.
- Cross National Economic Inequality and Groupings.
- Role of Globalization and International Trade in Bridging Inequalities.

### ***Educational Dimensions of Equality, Diversity and Inclusivity***

- School Education: Equality, Diversity and Inclusivity.
- Higher Education: Awareness and Debates on Equality, Diversity and Inclusivity Issues.
- Inclusive Education for Educational Equality as Capability Equality.

- Role of Educational Technology in Equality, Diversity and Inclusivity.
- Promoting Ethics and Morality in Education for Equality, Diversity and Inclusivity.
- Role of Physical Education, Yoga and Sports in Promotion of Equality, Diversity, Inclusivity and Peace.

#### ***Arts, Cultural and Linguistic Dimensions of Equality, Diversity and Inclusivity***

- Ethnic Assertions in Globalized World.
- Linguistic Diversity and Language Rights.
- Role of Literature and Art in Promoting Equality, Diversity, Inclusivity.
- Recent Trends in Language and Literature.
- Plurilingualism and Multicultural Society.
- Journey of Literature from Diversity to Inclusiveness.
- Language Notions of Equality and Diversity.
- Equality, Diversity and representation of Women in Arts.
- Representation of Women in Media and Arts : Equality, Diversity , Inclusivity Perspectives.
- Evolving Artistic Representation of Equality, Diversity and Inclusivity.

For further details, contact Organizing Secretary, Dr. Pavitar Parkash Singh, Associate Dean and HOS, School of Humanities, Lovely Professional University, Phagwara- 144411, Punjab, E-mail- [pavitar.19476@lpu.co.in](mailto:pavitar.19476@lpu.co.in) ; [ediic@lpu.co.in](mailto:ediic@lpu.co.in). For updates, log on to: [www.lpu.in](http://www.lpu.in).

#### **International Conference on Challenges and Opportunities for Innovation**

One-day International Conference on ‘Challenges and Opportunities for Innovation in New Normal Scenario’ is being organised by the KSR Institute for Engineering and Technology, Namakkal, Tamil Nadu in association with International Association of Research and Developed Organization (IARDO) and the Conference World on April 03, 2021. The academicians, researchers and professionals in the fields of Engineering, Basic Humanities & Sciences and Management Studies may participate in the event. The Thrust Areas of the event are:

#### ***Mechanical***

- Design Engineering.

- Manufacturing Engineering.
- Thermal Engineering.
- Industrial Engineering.
- Nano and Bio Materials.
- Robotics and Dynamical Systems.

#### ***Computer Science Engineering and Information Technology***

- Machine Learning and Pattern Recognition.
- Big Data Analytics.
- Virtualization and Autonomic Computing.
- Augmented and Virtual Reality.
- Internet of Things.
- Cyber Security.
- High Performance Computing.
- Artificial Intelligence.
- Cyber Physical Systems.
- Internet of Things.
- Cloud Computing.
- Medical Image Processing.
- Block Chain Technology.
- Mobile Computing.
- Wireless Sensor Networks.
- Data Science.

#### ***Electronics and Communication Engineering***

- 5G Communication Systems.
- Lo Ra WAN and Sig Fox.
- Artificial Intelligence and Applications.
- Embedded System – Internet of Things.
- Wireless Network Communication Technologies.
- Nanoelectronic Systems, Components and Devices.
- Applications in Industrial Engineering.

#### ***Electrical and Electronics Engineering***

- Power Electronics and Drives.
- Embedded Systems and Applications.
- Renewable Power Conversion Technologies and Smart Grids.
- Electric Vehicles.
- Soft Computing Techniques in Power Systems.
- Instrumentation and Control.



### *Science and Humanities*

- Semiconductor Device.
- Material Science.
- Nanotechnology.
- Green Chemistry.
- Computational and Polymer Chemistry.
- Pure and Applied Mathematics.
- Graph Theory.
- Statistics.
- Professional Communication.
- Enhancing LSRW Skills of Rural Students.

For further details, contact Organising Secretary, KSR Institute for Engineering and Technology, Tiruchengode, Namakkal-637215 (Tamil Nadu), Mobile: 07830301515, 09759005373, E-mail: editor@conferenceworld.in. For updates, log on to: [www.ksriet.ac.in](http://www.ksriet.ac.in); [www.conferenceworld.in](http://www.conferenceworld.in); [www.iardo.com](http://www.iardo.com).

#### **National Seminar on Dr. Ambedkar's Perspective on Marginalized Group in the Wake of COVID-2019**

A two-day UGC sponsored National Seminar on 'Dr. Ambedkar's Perspective on Marginalized Group in the Wake of COVID-2019' is being organized by the Centre for Dr. Ambedkar Chair Acharya Nagarjuna University, Guntur, Andhra Pradesh on March 23-24, 2021.

During COVID-19 pandemic situation in the year 2020 thousands of Indians were witnessed marching hopelessly towards their native places as they fail to get any means of transport. These migrant workers have faced a lot of problems due to the inadequate support both from Government and Public in view of unprecedented development. There are reports that more than 30 migrants have died on their way to home. The question has arisen in society due to lack of empathy towards poorest sections. Dr. B R Ambedkar advocates for social reforms in order to bring good relations in the society in between individuals, society and marginalized sections. For which, Dr. B R Ambedkar strongly believed that

the relationships can be strengthened only when we brought Political and economic reforms in India. This is a point made a number of times in the Constituent assembly, including his last speech that the Indian social structure is incompatible with the principles of democracy.

The current pandemic compels us to examine Dr. B R Ambedkar's perspective on marginalized groups and need to relook into Ambedkar's concern towards these groups for social Justice and make concrete efforts for overall development especially the pandemic situation like COVID-19. The Themes of the event are:

1. COVID-19 problem of Marginalised groups Livelihood-Migration-Unemployment.
2. COVID-19 worsening of Socio- economic conditions affecting on health and Nutrition.
3. Ambedkar's social justice –Social protection of marginalized groups.
4. Ambedkar's vision on marginalized groups Housing conditions, social and human capital employment and wakeup conditions of Marginalised groups.
5. Dr. B R Ambedkar and public health approach to words health of marginalized groups-support measures-human rights and equity.
6. Dr. B R Ambedkar and community action - protection of marginalized groups during COVID-19 and recovery periods.
7. COVID-19 lessons learned–protections of marginalized groups from the effect of COVID -19 initiatives of Social services- Dr. B R Ambedkar towards a more inclusive integrated and people cared approach.

For further details, contact, Prof. Y. Ashok Kumar, Professor, Centre for Dr. Ambedkar Chair Acharya Nagarjuna University Nagarjuna Nagar, Guntur- 522508, Andhra Pradesh, E-mail: [pmgwc2021@gmail.com](mailto:pmgwc2021@gmail.com). For updates, log on to: [www.anu.ac.in](http://www.anu.ac.in).

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# THESES OF THE MONTH

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## SCIENCE & TECHNOLOGY

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of December 2020-Jan 2021)

#### AGRICULTURAL & VETERINARY SCIENCES

##### Agronomy

1. Dhodia, Arpit Jagdishbhai. **Role of Agro-based enterprises in empowerment of rural women in South Gujarat.** (Dr. C K Timbadia), Department of Agronomy, Navsari Agricultural University, Navsari.

##### Biotechnology

1. Sharma, Nity. **RNAi mediated broad spectrum resistance against begomoviruses of okra (*Abelmoschus esculentus* L).** Department of Biotechnology, Punjab Agricultural University, Ludhiana.

##### Food Science & Technology

1. Rajput, Reshu. **Characterisation of soybean varieties from Punjab and Madhya Pradesh for preparation of food products of commercial value.** Department of Food Technology, Punjab Agricultural University, Ludhiana.

2. Sadawarte, Surendra Kishanrao. **Studies on utilization of horse gram malt and green gram malt in weaning food.** (Dr. V S Pawar), Department of Food Technology, Vasantnao Naik Marathwada Agricultural University, Parbhani.

##### Genetics & Plant Breeding

1. Ranu, Lahane Ganesh. **Cytological and molecular analysis of introgressed trispecies derivatives of cotton (*G hirsutum* L x *G barbadense* L x *G arboretum* L).** (Dr. K S Baig), Department of Agricultural Botany, Vasantnao Naik Marathwada Agricultural University, Parbhani.

##### Horticulture

1. Balkdas, Bhaladhare Madhavi. **Heterosis and combining ability studies in Brinjal (*Solanum melongena* L).** (Dr. G M Waghmare), Department of Horticulture, Vasantnao Naik Marathwada Agricultural University, Parbhani.

2. Ravindra Kumar. **Effect of Polyploidy and PGR on development of parthenocarpy, yield and quality in cape gooseberry (*Physalis peruviana* L).** Department of Horticulture, Birsa Agricultural University, Ranchi.

##### Plant Pathology

1. Gaikwad, Pratiksha Ashok. **Studies on variability of *Rhizoctonia bataticola* (Taub) Butler causing dry root rot of chickpea and its management.** (Dr. D N Dhutraj), Department of Plant Pathology, Vasantnao Naik Marathwada Agricultural University, Parbhani.

##### Soil Science

1. Ajay Kumar. **Soil quality indexing of an acid alfisol under rice-wheat cropping system based on continuous integrated plant nutrient supply in mid-hills of Himachal Pradesh.** (Dr. S S Paliyal), Department of Soil Science, Himachal Pradesh University, Shimla.

2. Lovedeep Kaur. **Evaluation of potassium soil testing procedures for refining potassium fertilizer recommendations in potato (*Solanum tuberosum*).** Department of Soil Science, Punjab Agricultural University, Ludhiana.

#### BIOLOGICAL SCIENCES

##### Biochemistry

1. Naveen Kumar, H N. **In vivo and in vitro toxicity evaluation of organophosphorus pesticides.** (Dr. P Niranjana), Department of Biochemistry, Kuvempu University, Shankaraghatta.

##### Biotechnology

1. Hariharan, P. **Production, purification and characterization of thrombolytic enzyme from fungi by solid and submerged fermentation processes.** (Dr. Chandrashekhar Naik), Department of Biotechnology, Visvesvaraya Technological University, Belagavi.

2. Manpreet Kaur. **Synthesis and characterization of graphene conjugated L- glutaminase for in-vitro detection of L-glutamine.** (Dr. Harsimran Kaur and Dr. Deepak Kukkar), Department of Biotechnology, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

3. Mukherjee, Arkadeep. **Gene resources from metal polluted soils using metatranscriptomic approach.** (Dr. M Sudhakar Reddy), Department of Biotechnology, Thapar Institute of Engineering and Technology, Patiala.

4. Vinay Kumar. **Metagenomic approach to bioprospect polyaromatic hydrocarbon specific ring hydroxylating dioxygenases from polluted agricultural soil samples of Malwa Region of Punjab, India.** (Dr. Pushpender Kumar Sharma), Department of Biotechnology, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

#### Food Science & Nutrition

1. Dave, Charmi Lalitkumar. **A study of analysis of body composition of diabetic cardiac patients and control group using body composition-analysis test.** (Dr. N R Dave), Department of Food and Nutrition, Saurashtra University, Rajkot.

2. Mane, Sulakshana Mohan. **Feasibility of fortifying jaggery with selected micronutrients (Iron & Zinc).** (Dr. Shobha Udipi), Department of Food Science & Nutrition, S.N.D.T. Women's University, Mumbai.

3. Sodha, Shital Rahul. **Effect of nutritional factors and behavioural study of early, normal and late menarche in school going adolescent girls.** (Dr. N R Dave), Department of Food and Nutrition, Saurashtra University, Rajkot.

#### Zoology

1. Chahar, Puja Jhunjhunwala. **Isolation and characterization of cellulase producing microbes from ruminants for bioremediation of organic wastes to obtain useful byproduct.** (Prof. Alka Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

2. Khadpekar, Yaduraj Ravindra. **Study of urinary estrogens profile in captive female sloth bears (*Melursus ursinus*) and influence of proximity to other bear gender groups.** (Prof. Sant Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

3. Nissar, Tajamul. **Integrated management and monitoring of codling moth (*Cydia pomonella*) in Ladakh Division of Kashmir: An economic analysis.** (Dr. Purnima Shrivastava), Department of Zoology, Bhagwant University, Ajmer.

4. Sharma, Monika. **Madhya Pradesh ke sarankshit kshetroan mein vanye jeevoan ka aaklan: Malwa Anchal ke sarankshit kshetroan ke sandarbh mein.** (Dr. Milind Dange and Dr. Purnima Shrivastava), Department of Zoology, Bhagwant University, Ajmer.

#### EARTH SYSTEM SCIENCES

##### Environmental Science

1. Bhadauriya, Gaurav. **Extraction of biogungicides from bryophytes and their contribution in plant**

**disease resistance.** (Dr. Shivom Singh), Department of Environmental Science, ITM University, Gwalior.

#### ENGINEERING SCIENCES

##### Civil Engineering

1. Anil Kumar, R. **Study on low density structural light weight concrete with high strength by blending different light weight aggregates.** (Dr. Prakash P), Department of Civil Engineering, Visvesvaraya Technological University, Belagavi.

2. Balvir Singh. **Damage detection of masonry infilled RC frame structure.** (Dr. Naveen Kwatra and Dr. Shruti Sharma), Department of Civil Engineering, Thapar Institute of Engineering and Technology, Patiala.

3. Murthy, Yogesh Iyer. **Corrosion mitigation of structures using magnesium alloys as sacrificial anodes.** Department of Civil Engineering, Jaypee Institute of Information Technology, Noida.

4. Shafeeullah, S. **Groundwater modeling of Malaprabha sub Basin.** (Dr. Purandara B K and Dr. Venkatesh B), Department of Civil Engineering, Visvesvaraya Technological University, Belagavi.

##### Computer Science & Engineering

1. Ghai, Shilpy. **Energy efficient and secure data transmission in wireless sensor networks.** (Dr. Vijay Kumar), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

2. Kapil Kumar. **Automated architectural representation of software performance analysis results using antipattern technique.** (Dr. Anil Kumar Solanki and Dr. V K Sharma), Department of Computer Science & Engineering, Bhagwant University, Ajmer.

3. Makwana, Ashwinkumar Bhanuprasad. **A better approach to ontology integration using clustering through global similarity measure and efficient reasoner performance prediction with ranking using multi-label learning.** (Dr. Amit P Ganatra), Faculty of Technology and Engineering, Charotar University of Science and Technology, Anand.

4. Medar, Ramesh. **Design of novel crop yield prediction methods using machine learning techniques.** (Dr. Vijayraj Purohit), Department of Computer & Information Sciences, Visvesvaraya Technological University, Belagavi.

5. Mehndiratta, Pulkit. **Analysis and detection of sarcasm in textual data on social network platforms.** Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

6. Nayak, Amitkumar Jaydevbhai. **Modeling transport layer behaviour to improve data center network performance.** (Dr. Amit P Ganatra), Faculty of Technology and Engineering, Charotar University of Science and Technology, Anand.

7. Parida, Nirjharinee. **Development of commodity market price prediction models for Indian market scenario using machine learning techniques.** (Prof. Debahuti Mishra), Department of Computer Science & Engineering, Siksha O Anusandhan University, Bhubaneswar.

8. Patil, Shivaleela. **Developing efficient and robust techniques for face recognition in forensic applications.** (Dr. Shubhangi Digambarrao Chikte), Department of Computer & Information Sciences, Visvesvaraya Technological University, Belagavi.

9. Satish Kumar. **Environment independent key frame extraction and moving cast shadow suppression in video surveillance.** (Dr. G Shobha), Department of Computer & Information Sciences, Visvesvaraya Technological University, Belagavi.

10. Shah, Brijesh Niranjana. **Design and development of region based digital image segmentation techniques.** (Dr. Jaymin Bhalani), Faculty of Technology and Engineering, Charotar University of Science and Technology, Anand.

11. Tripathy, Murchhana. **Formulation and analysis of algorithms involved in data mining.** (Dr. Santilata Champati), Department of Computer Science & Engineering, Siksha O Anusandhan University, Bhubaneswar.

12. Vyas, Heli Partheshbhai. **Data segmentation using data mining technique to enhance the performance in cloud computing.** (Dr. Sanjay M Shah), Faculty of Computer Science and Application, Charotar University of Science and Technology, Anand.

13. Yesu Babu, Mannava. **Aspect based sentiment analysis using vector and rule based features.** (Dr. P Vijaya Pal Reddy and Dr. C Shoba Bindu), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

#### **Electrical & Electronics Engineering**

1. Manavadaria, Manthan Sudhirbhai. **Feasibility study of fundamental electronic components and their circuits based on human body tissues.** (Dr. S P Kosta), Faculty of Technology and Engineering, Charotar University of Science and Technology, Anand.

2. Sarala, P. **Analysis of certain parameters of hybrid buck converter FED BLDC motor driving using controller.** (Dr. S F Kodad and Dr. B Sarvesh), Department

of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

3. Satpute, Uttam S. **Research on integration of offshore wind turbine generator to grid via Fractional Frequency Transmission System (FFTS).** (Dr. Diwakar R Joshi), Department of Electrical and Electronics Engineering, Visvesvaraya Technological University, Belagavi.

4. Shah, Nilay Narendrakumar. **Small signal stability for a steam turbine-generator unit connected to a DFIG based wind farm.** (Dr. Sanjay R Joshi), Faculty of Engineering and Technology, Charotar University of Science and Technology, Anand.

5. Sridhara, K. **Static leakage power reduction in sequential circuits by circuit level technique.** (Dr. G S Biradar), Department of Electrical & Electronics Engineering, Visvesvaraya Technological University, Belagavi.

6. Shastri, C Krishna **Advanced classification techniques for classification of semi-urban land features in high resolution satellite image.** (Dr. Ashok Kumar T and Dr. Shivaprakash Koliwad), Department of Electrical & Electronics Engineering, Visvesvaraya Technological University, Belagavi.

7. Zenifar, Bhadrash Parekh. **Reactive power pricing in restructured power systems.** (Dr. Bhavik Suthar), Department of Electrical & Engineering, Gujarat Technological University, Ahmedabad.

#### **Electrical Instrumentation Engineering**

1. Dhindsa, Inderjeet Singh. **Myoelectric control of exoskeleton knee.** (Dr. Ravinder Agarwal), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

2. Kriti. **Analysis and classification of breast abnormalities using ultrasound images.** (Dr. Ravinder Agarwal and Dr. Jitendra Virmani), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

3. Shailesh Kumar. **Design of humidity sensor for condition monitoring of power transformer.** (Dr. Kuldeep Kumar Raina and Dr. Tarikul Islam), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

#### **Electronics & Communication Engineering**

1. Avneet Kaur. **Meta-heuristic optimization based parameters adaptation in cognitive radio systems.** (Dr. Surbhi Sharma and Dr. Amit Mishra), Department of Electronics and Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.



2. Biswal, Sushree Sangita. **Analysis of operating parameters for performance enrichment of wireless electric vehicle charging system.** (Dr. Satyanarayan Bhuyan), Department of Electronics & Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

3. Halder, Sarbasri. **Design and fabrication of lead-free electronic materials for capacitive temperature sensor.** (Prof. Satyanarayan Bhuyan and Prof. R N P Choudhary), Department of Electronics and Communication Engineering, Siksha O Anusandhan University, Bhubaneswar.

4. Kishen Ajay Kumar, V. **Scalable and robust burst scheduling strategies for optical switching in WDM networks.** (Dr. K Suresh Reddy and Dr. M N Giri Prasad), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

5. Mahant, Keyur Kamaldasji. **Substrate integrated FMCW radar system using SIW technology.** (Dr. Hiren Mewada), Department of Electronics & Communication Engineering, Charotar University of Science and Technology, Anand.

6. Nigam, Rohit. **Improved spectral feature techniques for wideband spectrum sensing in cognitive radio networks using Bayesian compressive sampling.** (Dr. Santosh Pawar and Dr. Manish Sharma), Department of Electronics & Communication Engineering, Dr. A.P.J Abdul Kalam University, Indore.

7. Patel, Himanshu Ashokbhai. **Dimensionality reduction and scene classification using multi-kernel support vector machine.** (Dr. Hiren Mewada), Department of Electronics & Communication Engineering, Charotar University of Science and Technology, Anand.

8. Reddy, M Chandra Sekhar. **Performance analysis of efficient arithmetic circuits using finfets.** (Dr. P Ramana Reddy), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

### **Mechanical Engineering**

1. Anil Kumar, H.M. **Study on friction stir welding of dissimilar aluminium 5083-H1111 and 6082-T6 alloys.** (Dr V Venkata Ramana), Department of Mechanical Engineering, Visvesvaraya Technological University, Belagavi.

2. Ayar, Vivek Shamjibhai. **Investigation on AlSi5Cu3/TiB<sub>2</sub> composites: Process parameters and heat treatment.** (Dr. Mayurkumar P Sutaria), Department of Mechanical Engineering, Charotar University of Science and Technology, Anand.

3. Pandya, Vishal Jaysukhlal. **Characterization and optimization of mechanical performance of natural fiber composite for automobile application.** (Dr. Pravin P. Rathod), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

4. Rao, H Suresh Babu. **Experimental investigations on performance and emissions of A D I Diesel engine using non-edible biodiesels with cerium oxide nanoparticles.** (Dr. T Venkateswara Rao and Dr. K Hemachandra Reddy), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

5. Sharma, Atul. **An investigation on pressure drop for gas-solids flow through bends.** (Dr. S S Mallick), Department of Mechanical Engineering, Thapar Institute of Engineering and Technology, Patiala.

6. Vijaya, G. **Development and analysis of enhanced solar selective coatings for solar thermal applications.** (Dr. M S Krupashankara and Dr. R S Kulkarni), Department of Mechanical Engineering, Visvesvaraya Technological University, Belagavi.

### **Nanotechnology**

1. Manish Kumar. **Synthesis and characterization of silver nanoparticles for sensing applications.** (Dr. Akshay Kumar), Department of Nano Technology, Sri Guru Granth Sahib World University, Fatehgarh Sahib.

## **MATHEMATICAL SCIENCES**

### **Mathematics**

1. Sharma, Sushma. **A detailed study on group theory, group isomorphism-homomorphism and its application.** (Dr. M Vijay Kumar and Dr. S B L Tripathi), Department of Mathematics, Bhagwant University, Ajmer.

2. Sowmya, G. **Heat transfer analysis in different fin structures in the presence of nanofluid.** (Dr. B J Girisha), Department of Mathematics, Kuvempu University, Shankaraghatta.

3. Sreenivasulu, V. **Some studies on derivations in rings.** (Dr. R Bhuvana Vijaya), Department of Mathematics, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

## **MEDICAL SCIENCES**

### **Ayurveda**

1. Dhruve, Vaikhari Ajit. **Comparative study on panchavalkal ointment and povidone ointment in the management of post fistulectomy wound: A clinico experimental study.** (Dr. T S Dudhamal), Department of Ayurved, Gujarat Ayurved University, Jamnagar.

2. Gupta, Shashi Prakash. **Management of Vataja abhishyanda (Allergic conjunctivitis) with gutika anjana and punarnavadi eye drops: A comparative clinical study.** (Dr. D B Vaghela), Department of Ayurved, Gujarat Ayurved University, Jamnagar.

3. Tarun Kumar. **Effect of vamanottara nasya in the management of allergic rhinitis (Pratishyaya): A randomised controlled clinical trial.** (Prof. A B Thakar), Faculty of Ayurved, Gujarat Ayurved University, Jamnagar.

### Biotechnology

1. Nigam, Kuldeep. **Nano carrier based Approach for Neuropathic Pain Management.** Department of Biotechnology, Jaypee Institute of Information Technology, Noida.

### Neurology

1. Sandeep Kumar. **Opioid modulation of singing in adult male zebra finches.** (Prof. Soumya Iyengar), NBRC, National Brain Research Centre, Manesar.

### Pharmaceutical Science

1. Chopra, Dhiraj Kumar. **Drug delivery system to enhance the oral bioavailability of olmesartan and azilsartan.** (Dr. Lalatendu Panigrahi and Dr. Durga Madhab Kar), Department of Pharmacy, Siksha O Anusandhan University, Bhubaneswar.

2. Dasari Vasavi Devi. **Development and validation of analytical methods for active pharmaceutical ingredients in bulk and its dosage form.** (Prof. D Swarnalatha and Prof. G V Subba Reddy), Department of Pharmaceutical Sciences, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

3. Dharmishtha, Ashish Movalia. **Phytopharmacological investigation of some traditional plants with special reference to antsnake venom activity.** (Dr. Ashvin V Dudhrejiya), Department of Pharmacy, Saurashtra University, Rajkot.

4. Dinesh Kumar. **Combination chemotherapy for experimental visceral leishmaniasis: *In vitro*, *ex vivo* and *in vivo* studies using rodent model.** (Dr. Prati Pal Singh), Department of Pharmacology and Toxicology, National Institute of Pharmaceutical Education and Research, Mohali.

5. Kakrani, Purvi Harishkumar. **Investigations on some folklore medicinal plants for their phytochemical and biological potential.** (Dr. Manan Raval), Faculty of Pharmacy, Charotar University of Science and Technology, Anand.

6. Lohitha, Gujjari. **Immunomodulatory studies in a rodent malaria model: Stand alone and combined effects of lithium chloride and some known agents.** (Dr. Prati Pal Singh), Department of Pharmacology and Toxicology, National Institute of Pharmaceutical Education and Research, Mohali.

7. Saraf, Surendra Kumar. **Development and characterization of efficient nanoparticulate vaccine delivery system for oral mucosal immunization of some antigens.** (Dr. Shailesh Jain and Prof. Subrata Mallick), Department of Pharmacy, Siksha O Anusandhan University, Bhubaneswar.

8. Thapak, Pavan. **Elucidation of the role of Transient Receptor Potential (TRP) channels in cognitive impairment using pharmacological approach.** (Dr. Shyam Sunder Sharma), Department of Pharmacology & Toxicology, National Institute of Pharmaceutical Education and Research, Mohali.

9. Zode, Sandeep. **Lyophilized nanocrystalline solid dispersion of aspirin for parenteral administration.** (Dr. Arvind K Bansal), NBRC, National Institute of Pharmaceutical Education and Research, Mohali.

### Physiology

1. Behera, Anugya Aparajita. **Echocardiographic assessment of left ventricular hypertrophy among hypertensives with different categories of body mass index.** (Dr. Arati Mohanty and Prof. Dipti Mohapatra), Department of Physiology, Siksha O Anusandhan University, Bhubaneswar.

## PHYSICAL SCIENCES

### Chemistry

1. Ahmedkhan, Safi Shahrukhkhan. **Design, synthesis and biological evaluation of functionalized nitrogen-containing heterocycles.** (Dr. Anamik Shah), Department of Chemistry, Saurashtra University, Rajkot.

2. Ekta. **Investigation characterization and optimization of sensing properties of mesoporous hybrid nanocomposites.** (Dr. Krishan Kumar and Dr. Surender Duhan), Department of Chemistry, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

3. Ganesh, N Y. **Studies on the synthesis, characterization and biological evaluation of pyrazoles and pyrazolo and pyrimidine derivatives.** (Dr. D Nagaraja and Dr. U Chandrashekar), Department of Chemistry, Visvesvaraya Technological University, Belagavi.

4. Kainth, Shagun. **Sensing of inorganic ions and organic molecules using fluorescence and plasmonic**

**nanomaterials.** (Dr. Soumen Basu), Department of Chemistry & Biochemistry, Thapar Institute of Engineering and Technology, Patiala.

5. Onkarappa, H S. **Synthesis, characterization and chemical modification of nanocellulose from renewable resources.** (Dr. Virupaxappa S Betageri and Dr. Prakash G K), Department of Chemistry, Visvesvaraya Technological University, Belagavi.

6. Pabbi, Manisha. **Development of some biosensors and their analytical applications.** (Dr. Susheel Mittal), Department of Chemistry & Biochemistry, Thapar Institute of Engineering and Technology, Patiala.

7. Paramanik, Lekha. **An investigation on lead titanate (PbTiO<sub>3</sub>) based p-n junctions for energy harvestation and pollution abatement.** (Prof. Kulamani Parida), Department of Chemistry, Siksha O Anusandhan University, Bhubaneswar.

8. Parmar, Anju. **Potentiometric sensors for some environmental hazardous metal ions.** (Dr. Pernita Dogra), Department of Chemistry, Maharishi Markandeshwar University, Ambala.

9. Subudhi, Satyabrata. **Photocatalytic study of UiO-66 based composites as efficient metal organic framework towards organic transformation, energy and environmental application.** (Prof. Kulamani Parida and Dr. Dharitri Rath), Department of Chemistry, Siksha O Anusandhan University, Bhubaneswar.

10. Teradale, Amit. **Electroanalytical assessment of some biologically important compounds by developing biosensors.** (Dr. Swastika N Das and Dr. S D Lamani), Department of Chemistry, Visvesvaraya Technological University, Belagavi.

#### Physics

1. Choudapur, Veena H. **Optoelectronic properties of zinc chalcogenide semiconductors.** (Dr. S B Kapatkar and), Department of Physics, Visvesvaraya Technological University, Belagavi.

2. Jain, Neha. **Study of some rare Earth doped metal oxide nano phosphors and their applications.** (Prof.

R A Singh), Department of Physics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

3. Patel, Dilipkumar Mahendrabhai. **Mechanical design, fabrication and characterization of magnetorheological fluid based damper.** (Dr. R V Upadhyay), Faculty of Technology and Engineering, Charotar University of Science and Technology, Anand.

4. Reetu Devi. **A research study on 3-D soliton and photonic crystal fibre.** (Dr. Rajeev Kumar Singh and Dr. SBL Tripathi), Department of Physics, Bhagwant University, Ajmer.

5. Shivani. **Linear and non linear optical properties of nanoparticles dispersed novel glasses.** (Dr. O P Pandey and Dr. Gopi Sharma), School of Physical and Material Sciences, Thapar Institute of Engineering and Technology, Patiala.

Hindustani Education Society's  
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Applications are invited from eligible candidates for the following post in Azad Mahavidyalaya, AUSA (**Non-Granted**). Eligible candidates should submit their application with all necessary documents within **15 days** from the date of publication of this advertisement to the **Secretary, Hindustani Education Society, Afsar Nagar, Near Power house, AUSA, Dist. Latur (M.S.) Pin – 413520.**

Sr. No.	Post	Subject	No. of Posts	Granted/ Non-Granted	Reservation
01	Assistant Professor	Commerce	03	Non-Granted	Unreserved

#### Note :-

1. Education qualification, Pay Scale and service conditions as per the rules of U.G.C., Govt. of Maharashtra and Swami Ramanand Teerth Marathwada University, Nanded.
2. Those who are already in service should apply through proper channel.
3. Incomplete application will not be entertained.
4. No TA/DA will be paid for attending interview.
5. All Attested Xerox copies of certificates, other relevant documents should be attached to the application form.

Secretary  
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**INDIAN INSTITUTE OF TEACHER EDUCATION, GUJARAT**  
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Applications are invited for the following regular positions:

Department	Designation	No. of Posts
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	Assistant Professor	One

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Interested candidates are required to apply on the "APPLICATION FOR REGULAR POSITIONS" link on [www.pcegoa.edu.in](http://www.pcegoa.edu.in) within fourteen days from the date of publication of this advertisement.

Fr. Anthony Castello  
**Director**





## Nominations are invited for Shanti Swarup Bhatnagar Prize for Science and Technology 2021

The Council of Scientific and Industrial Research (CSIR) invites nominations for the Shanti Swarup Bhatnagar (SSB) Prizes in Science and Technology for the year 2021. The SSB Prizes are to be given for research contributions made primarily in India during the past five years. The age of the nominee for the SSB Prize 2021 should not be more than 45 years as on 31 December 2020.

The SSB Prizes are awarded for notable and outstanding research, applied or fundamental, in the following disciplines: 1) Biological Sciences 2) Chemical Sciences 3) Earth-Atmosphere-Ocean-Planetary Sciences 4) Engineering Sciences 5) Mathematical Sciences 6) Medical Sciences and 7) Physical Sciences. The SSB Prize carries a cash award, a citation and a plaque for each scientist selected for the award.

Nominations addressed to Scientist Incharge – SSB YSA Unit, CSIR HRDG New Delhi must be submitted in the prescribed format along with reprints of significant publications of the last 5 year's period via e-mail to [ssb@csirhrdg.res.in](mailto:ssb@csirhrdg.res.in) on or before **31<sup>st</sup> March 2021**. No hardcopy to follow. Please visit [www.csirhrdg.res.in](http://www.csirhrdg.res.in) for further details and nomination format.



### UNITED STATES-INDIA EDUCATIONAL FOUNDATION (USIEF)

Fulbright-Nehru and other Fulbright Fellowships for Indian Citizens

**Fulbright-Nehru Master's Fellowships:** These fellowships are for outstanding Indians who demonstrate leadership qualities, have completed the equivalent of a U.S. bachelor's degree, and have at least three years' full time (paid) professional work experience, to pursue a master's degree program at select U.S. colleges and universities. **Application Deadline: May 17, 2021.**

**Fulbright-Nehru Doctoral Research Fellowships:** These pre-doctoral level research fellowships, for six to nine months, are designed for Indian scholars who are registered for a Ph.D. at an Indian institution. **Application Deadline: July 15, 2021.**

**Fulbright-Nehru Academic and Professional Excellence Fellowships:** These fellowships, for four to nine months, aim to provide Indian faculty, researchers, and professionals the opportunity to teach, conduct research, or carry out a combination of teaching and research at a U.S. institution. Applicants can opt for four to six-month Flex Awards in two segments. **Application Deadline: July 15, 2021.**

**Fulbright-Nehru Postdoctoral Research Fellowships:** These fellowships, for eight to 24 months, are designed for Indian faculty and researchers who have a Ph.D. or a D.M. degree within the past four years. **Application Deadline: September 15, 2021.**

**Fulbright-Kalam Climate Fellowships:** These fellowships are offered to build long-term capacity to address climate change related issues in India and the U.S. These grants are offered at three levels: (1) Doctoral Research; (2) Postdoctoral Research; and (3) Academic and Professional Excellence. **Application deadline: September 15, 2021.**

**Fulbright-Nehru International Education Administrators Seminar:** Applicants must be mid to senior-level college or university administrators (vice-chancellors, deans, directors of international centres or offices, foreign student advisors, registrars etc.) who have substantial responsibility for enhancing the international dimension of their institutions. **Application deadline: October 14, 2021.**

**Hubert H. Humphrey Fellowships:** For young and mid-career professionals, policy makers, planners, administrators, and managers in the government, public and private sectors, and NGOs for professional development. **Application deadline: June 15, 2021.**

For complete details, visit USIEF website [www.usief.org.in](http://www.usief.org.in) or e-mail: [ip@usief.org.in](mailto:ip@usief.org.in)



## INDIAN INSTITUTE OF TECHNOLOGY MADRAS

Ph.D. and M.S.(by Research) ADMISSION  
FOR ACADEMIC YEAR 2021-22

Admission to the Research Programmes for Ph.D. and M.S. (by Research) is open throughout the academic year 2021-22.

Applications are invited at any time from eligible candidates for admission to Ph.D. and M.S. (by Research) programmes under Regular/Part-Time/External schemes of IIT Madras.

Candidates can apply to pursue Direct Ph.D. in Engineering/Sciences/Management/Humanities & Social Sciences stream after their Bachelor's Degree.

Opportunities to carry out Joint Ph.D. between IITM & reputed Foreign Universities exist; details at <https://research.iitm.ac.in/jdp>.

Detailed information including fellowships and online application form can be accessed at <https://research.iitm.ac.in> or <https://www.iitm.ac.in>. Access to the link "Admission Opened for M.S./Ph.D. (2021-22)" will be available from 01.03.2021 onwards. Applications received till 30.04.2021 will be considered for July 2021 admission.

Sd/-

Date: 21.02.2021

Deputy Registrar (Academic-RU)



SAU  
SOUTH ASIAN  
UNIVERSITY

# SOUTH ASIAN UNIVERSITY

(A University established by SAARC Nations)

Akbar Bhawan, Chanakyapuri, New Delhi-110021

Ph.: +91-11-24122512-14, Website: <http://www.southasianuniversity.org>



## Recruitment Notice (No. 1/2021)

South Asian University (SAU), an international University jointly established and funded by the eight SAARC Countries having focus on post-graduate teaching & research, and located in New Delhi, invites applications from outstanding, highly qualified & experienced individuals for the following positions:

<b>Regular Faculty Position</b>	Professor (Economics) – 1
<b>Regular Non-Teaching Positions</b>	Registrar – 1, Director (Admissions & Examinations) – 1

The application form, job description, eligibility criteria and other necessary information are available on the University website at <http://www.sau.int>

Application Deadline: 30-04-2021 (Friday).

Sd/-  
Acting President



# INSTITUTE OF RURAL MANAGEMENT ANAND

(Accredited "A" Grade by NAAC )

## 20<sup>th</sup> FELLOW PROGRAMME IN MANAGEMENT (RURAL MANAGEMENT)

### ADMISSIONS OPEN FOR 2021

IRMA's FPM (RM) is a doctoral level programme approved by the All India Council for Technical Education (AICTE) and recognized as Ph.D by Sardar Patel University, Vallabh Vidyanagar.

FPM (RM) provides an excellent opportunity for an academic career in Rural Management.

#### Eligibility:

1. Candidates to the FPM (RM) shall have a Master's degree or a professional degree declared equivalent to the Master's degree by the corresponding statutory regulatory body, with at least First Class marks in aggregate or its equivalent grade
2. A relaxation of 5% of marks or an equivalent relaxation of grade, may be allowed for those belonging to SC/ST/OBC (non-creamy layer)/Differently-Abled candidates. The eligibility marks of First Class (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures

Those expecting to complete the final exams of these degrees by July 01, 2021 may also apply.

Qualifying Exam: Applicants should have a valid score/result in any of the qualifying exams: CAT, GMAT, GRE, GATE, UGC-JRF/NET, CSIR-JRF/NET, ICAR-SRF, ICAR/ASRB-NET

Total Seats Available: 10. The institute may choose to take less than 10 students if appropriate candidates are not found.

Fellowship: Monthly Fellowship of Rs. 25000-28000 & annual contingency grant of Rs. 20,000 for 4 years. Only, top 5 candidates in the merit list would be given the scholarship

## LAST DATE FOR APPLICATION: 15 MARCH, 2021

Visit [www.irma.ac.in](http://www.irma.ac.in) for more information



**IFMR** GRADUATE SCHOOL  
OF BUSINESS  
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# PhD Programme at IFMR GSB 2021 Admission Open

## Areas of Specialisation

- Data Science and Information Systems
- Economics
- Finance, Accounting & Quantitative Finance
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- Operations Management
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## IFMR GSB Advantage

- Opportunities For Excellence In Research and Teaching
- Faculty with PhD from renowned national & international institutions
- Tuition Fee Waiver
- Monthly Stipend
- Accommodation support

Last date for submitting Application  
**19 March 2021**

Email: [GSB.phd\\_admissions@krea.edu.in](mailto:GSB.phd_admissions@krea.edu.in) | Phone: +91 9383 57 3814

Website: [krea.edu.in/ifmrgsb/phd-programme-krea.html](http://krea.edu.in/ifmrgsb/phd-programme-krea.html)

**Campus:** 5655, Central Expressway, Sri City, Andhra Pradesh 517 646

**Admin Office:** No. 196, TTK Road, Alwarpet, Chennai 600 018